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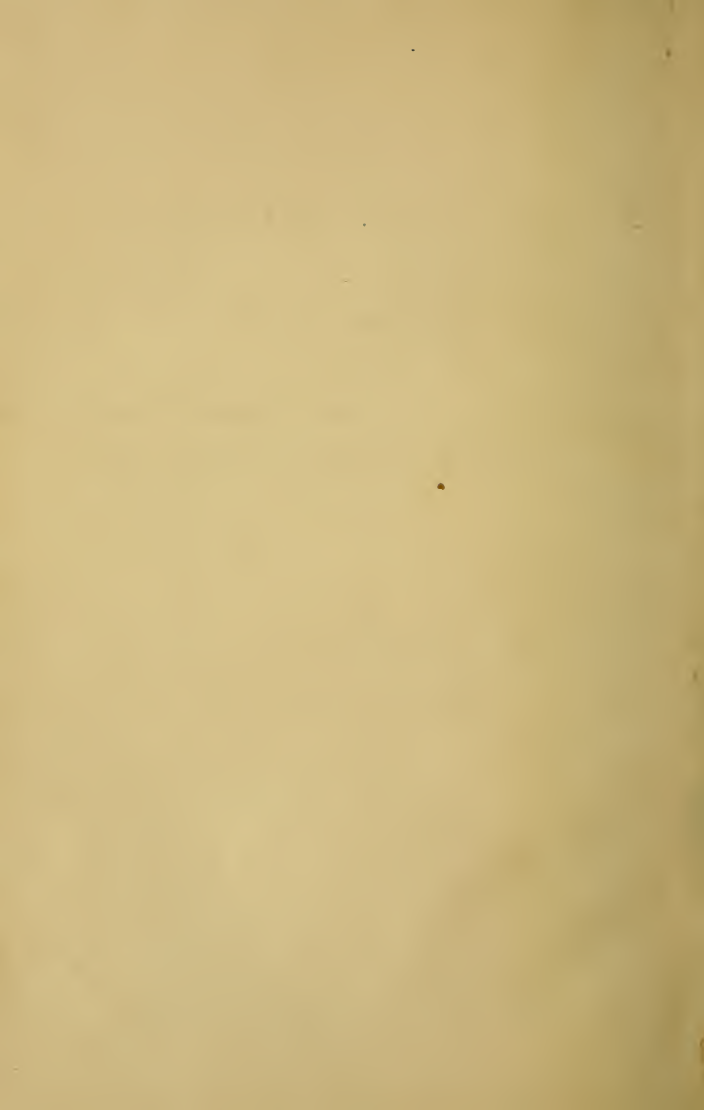
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## PUBLISHERS' NOTICE.

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For some years Messrs. Reed and Kellogg have been engaged upon a reference book for teachers and students of English. They are pushing it on to completion as rapidly as possible. Of that book this "Key," which is now issued separately and in advance, will form a part.

The reference book is designed primarily for teachers, but an edition of it without the "Key" will be printed for general use. The work will contain, in addition to the "Key,"

- (1) A short history of our Alphabet ;
- (2) A succinct account of the English Language ;
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- (6) An appeal to the usage of the best modern writers for judgment respecting words, phrases, and constructions condemned by critics, and respecting many not condemned by them. As is seen, this (6) compels immense and careful reading, and will show not what some think *should be* good English, but what really *is*.

The work thus outlined will, it is hoped, settle some questions that are disquieting not only teachers but many writers and speakers—questions that these persons have not the time nor the means to settle independently and for themselves.

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## TO TEACHERS.

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WE hope that no teacher will permit this "Key" to limit his exercise of the right to individual judgment.

Without being ambiguous or faulty in any way, a writer's language may often admit of slightly different interpretations requiring different analyses. In the analysis of sentences, peculiar constructions are frequently found, concerning the exact logical force of which it would be imprudent to dogmatize. In cases where the grammatical form and the logical force do not correspond, some teachers would be guided by the form, others by the force. From failing to recognize these facts there sometimes arise discussions that result only in serious loss of time and much unpleasantness.

We would not, however, discourage the closest consideration of questions leading to a more careful examination of the logical and the grammatical construction of the sentence.

The analyses indicated by the diagrams in this book have been made with care, and we have reasons for our conclusions; yet we are aware that in some of these conclusions we differ from other students of language for whose scholarship and judgment we have the highest regard.

Of the teachers using our Lessons in English there are many who, while not lacking in scholarship or in ability to think for themselves, find it a satisfaction to know how far their judgment on certain questions may coincide with ours. Our inability to meet by personal correspondence the natural and legitimate requests of this rapidly increasing host of friends has led to the issue of this book.

REED and KELLOGG.



LESSON 20.

1. wind | is howling  
The | awful

9. oak | was uprooted  
The | mighty

2. leaves | fall  
The | dead

10. violet | was crushed  
The | fragile

3. clouds | lower  
The | dark

11. statue | was carved  
A | beautiful | marble

4. elm | bends  
The | tall

12. torrent | roared  
The | turbid

5. men | must die  
All

13. shepherds | fled  
The | affrighted

6. bellows | roared  
The | lusty

7. silence | reigned  
A | booding

14. lightning | flashes  
The | vivid

8. Arthur | was murdered  
Little

15. vases | are broken  
Those | elegant | Etruscan

## LESSON 22.

1. morn | advances  
*The* | *rosy*

7. greyhound | was released  
*The* | *slender*

2. boon | was obtained  
*The* | *humble*

8. rain | is falling  
*The* | *cold* | *November*

3. firmness | was displayed  
*An* | *unyielding*

9. watch | has been sold  
*That* | *valuable* | *English*

4. earth | smiles  
*The* | *whole*

10. I | have escaped  
*alone*

5. royages | were made  
*Several* | *subsequent*

11\* positions | can be defended  
*Both*

6. mastiff | must be secured  
*That* | *burly*

12\* discussions | should have been avoided  
*All* | *such*

13. building | has fallen  
*That* | *dilapidated* | *old* | *wooden*

\* See note 1.

LESSON 24.

1. He spoke  
eloquently

2. She chattered  
incessantly

3. They searched  
everywhere

4. I shall know  
presently

5. bobolink sings  
The joyously

6. crowd cheered  
The heartily

7. victory was won  
A great finally

8. clouds are moving  
Threatening steadily

9. waves dash  
The deafening angrily

10. questions may be settled  
These peaceably

11. soldier fought  
The wounded bravely

12. ranks were broken  
The quickly

13. wind blows  
The south softly

14. Times will change  
surely

15. hour stole  
An on

## LESSON 25.

1. crocus | flowers  
*The* *early*  
*very*

7. wind | sighs  
*The* *mournfully*  
*so*

2. bed | is budding  
*A* *violet* *near*

8. men | have fought  
*Two* *ever* *stubbornly*  
*so*

3. Quakers | were persecuted  
*The* *staunchly*  
*most*

9. debt | will be paid  
*The* *probably*

4. he | will return  
*Perhaps*

10. visitor | will be  
*The* *soon* *here*

5. We | laughed  
*heartily*  
*very*

11. project | was sustained  
*That* *lunatic* *generously*  
*quite*

6. leaves | floated  
*The* *yellow* *poplar* *down*

12. man | was persecuted  
*A* *innocent* *cruelly*  
*perfectly*

LESSON 27.

1. plough-boy | plods  
The homeward

2. water | gushed  
The forth

3. time | was wasted  
Too much

4. She | decided  
hastily too

5. You | should listen  
attentively more

6. sentences | must be built  
difficult more

7. operation | was performed  
An painful intensely

8. patient | suffered  
The intensely

9. story | was told  
That peculiarly

10. story | was told  
A interesting peculiarly

11. price | was paid  
A high extravagantly

12. lady | dresses  
That extravagantly

## LESSON 28.

1. You must diagram  
*neatly*

2. sheaves are gathered  
*The* *neatly*

3. wheat is garnered  
*The* *daily*

4. fairies were called  
*The* *together*

5. birds chirp  
*The* *merriily*

6. adventurer has returned  
*This* *reckless*

7. woods rang  
*The* *wild*

8. clouds are floating  
*White* *freely* *above*

9. laws have been repealed  
*Those* *severe*

10. government was established  
*A* *republican*

11. crop had been harvested  
*An* *large* *just*  
*unusually*

12. She had been waiting  
*quietly* *quite*

13. season had been known  
*A* *known* *never* *before*  
*so* *extremely*

14. deed can be commended  
*So* *brave* *a* *and* *terribly* *too*





## LESSON 34.

1. lines | glow  
*The golden of sunset*

7. names | should begin  
*All of with letters capital*  
*Drity the*

2. landscape | lay  
*A swelled before us*

8. Air | is composed  
*chiefly of gases two invisible*

3. Columbus | was born  
*at Genoa*

9. portion | lies  
*The greater of between tropics the South America*

4. forces | were routed  
*The of Hannibal by Scipio*

5. capital | is  
*The of New York on Hudson the*

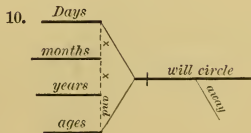
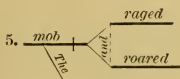
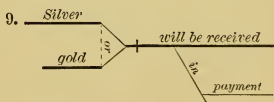
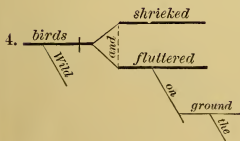
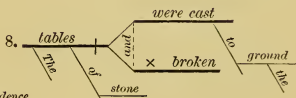
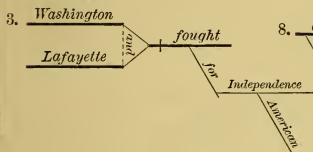
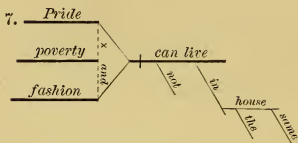
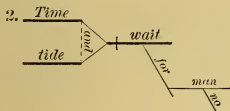
10. laurels | must be dyed  
*The of warrior at times in blood the all*

6. ships | sail  
*The over sea the boisterous*

11. word | should begin  
*The first of sentence with letter capital the every entire a*

12. subject | is placed  
*The of sentence a generally before predicate the*

LESSON 35.



## LESSON 36.

1. band | was overpowered  
*The* *but* *courageous* *finally*

6. war | began ended  
*The* *Revolutionary* *at* *Lexington*  
*at* *Yorktown*

2. Lightning | were identified  
*electricity* *into* *by* *Franklin*

7. Alas  
hope | has fled  
*all*

3. success | was anticipated  
*A* *complete* *to* *failure*  
*the* *entire*

8. Ah  
I | am surprised  
*at* *news* *the*

4. men | are found  
*Good* *into* *in* *communities*  
*men* *bad* *all*

9. Oh  
we | shall drown  
*certainly*

5. Vapors | rise fall  
*and* *from* *ocean*  
*upon* *land* *the*

10. Pshaw  
you | are dreaming

11. Hurrah  
field | is won  
*the*

LESSON 39.

1. Cæsar | crossed | Rubicon  
the

7. water | is \ tasteless  
Pure

2. Morse | invented | telegraph  
the

8. hare | is \ timid  
The

3. Ericsson | built | Monitor  
the

9. Fawns | are \ graceful

4. Hume | wrote | history  
a

10. peach | is \ delicious  
This

5. Morn | purples | east  
the

11. He | was \ prodigal  
extremely

6. Antony | beheaded | Cicero

12. valley | is \ fertile  
The of Mississippi the very

## LESSON 42.

1. Brutus | stabbed | Cæsar

2. Man | is | animal  
an

3. Washington | captured | Cornwallis

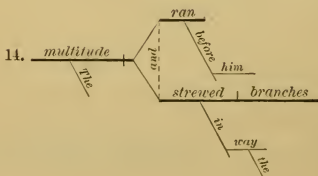
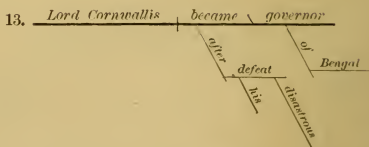
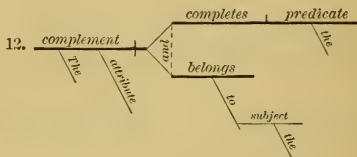
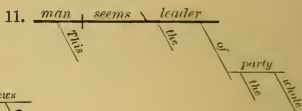
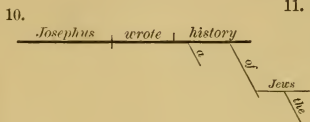
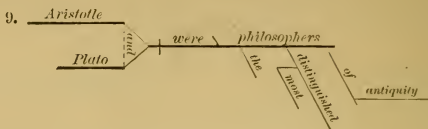
4. Wellington | defeated | Napoleon  
at  
Waterloo5. Balboa | discovered | Pacific ocean  
the6. Vulcan | was | blacksmith  
a7. summer | has been | rainy  
The  
very8.\* Columbus | made | voyages  
four  
to  
New World  
the9. moon | reflects | light  
The  
the  
of  
sun  
the10. vice-president | was | John Adams  
The  
first  
of  
United States  
the11. Roger Williams | was | founder  
the  
of  
Rhode Island

\*See note 2.

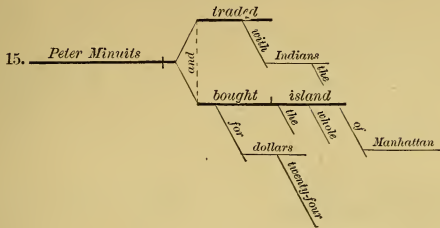
12. Harvey | discovered | circulation  
the of blood
13. Diamonds | are | combustible
14. Napoleon | died | prisoner  
at St. Helena
15. ship-load | was landed  
the first of slaves  
in Jamestown  
1619

## LESSON 44.

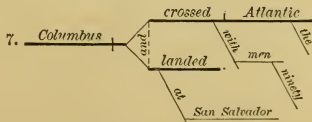
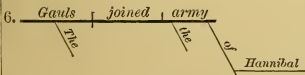
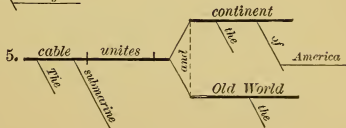
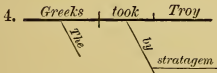
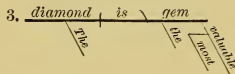
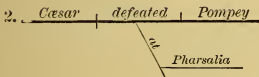
3. earth | The | moon | are | planets  
and | the
4. scenery | is | picturesque  
The | Scenes
5. Jefferson | was chosen | president  
the | third | of | United States  
the
6. Nathan Hale | died | martyr  
a | to | liberty
7. man | stood | speechless  
the
8. Labor | disgraces | man  
no







LESSON 45.



8. Vulcan | made | arms  
 for  
 Achilles

9. Cromwell | gained | victory  
 at  
 over  
 a  
 most  
 device  
 Royalists  
 the  
 Naseby

10. Columbus | was | native  
 of  
 Genoa

11. God | tempers | wind  
 to  
 the  
 lamb  
 the  
 shorn

12. hour | has | gold  
 The  
 morning  
 in  
 mouth  
 is

13. mill | grinds  
 The  
 of  
 gods  
 the  
 to  
 powder  
 but  
 into  
 grinds

14. farmer | bought | yoke  
 A  
 young  
 recently  
 and  
 cows  
 side  
 horse  
 a  
 of  
 oxen

15. America | has furnished | tobacco  
 to  
 world  
 the  
 and  
 potato  
 the  
 corn  
 Indian

LESSON 46.

2. navy | brought | gold  
*The* | *of* | *from*  
       Hiram | Ophir

3. career | was | short  
*The* | *or*  
       Cromwell

4. ranges | run | parallel  
*most* | *mountain* | *with*  
       coast | *the*

5. boat | glides  
*the* | *bowing* | *Nine* | *swiftly*

6. judge | presided  
*Am* | *but* | *able* | *dishonest*

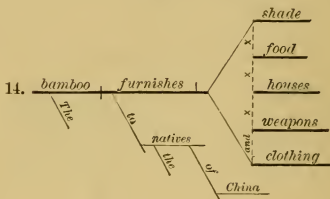
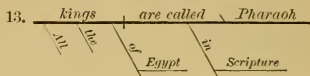
7. bee | lays | eggs  
*The* | *queen* | *in* | *cells*  
       *or* | *sizes* | *three* | *different*

8. Umbrellas | were introduced  
       *into* | *from* | *China*  
       England

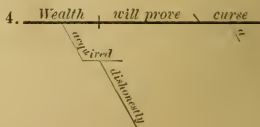
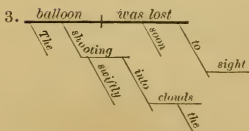
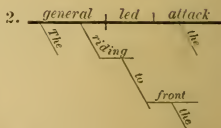
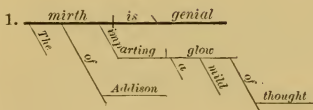
9. settlement | was made  
*The* | *first* | *Permanent* | *English* | *in* | *America*  
       *at* | *in* | *1607*  
       Jamestown

10. spirit | is | social  
*The* | *of* | *religion* | *true*  
       *and* | *kind* | *cheerful*

11. summits | are covered  
*The* | *of* | *Alps* | *the*  
       *with* | *snow* | *perpetual*



## LESSON 48.



5. sun | dispelled | mists  
*the* *rising* *the*

6. thief | surrendered  
*the* *being detected* *to* *officer* *the*

7. They | boarded | vessel  
*the* *being* *in* *harbor* *the*

8. territory | was called | New Netherlands  
*the* *claimed* *by* *Dutch* *the*

9. Washington | attacked | Hessians  
*having crossed* *Delaware* *the* *stationed* *at* *Trenton*

10. Burgoyne | surrendered  
*having been surrounded* *to* *Gen. Gates* *at* *Saratoga*

11. Pocahontas | was married  
*to* *Englishman* *a* *young* *named* *John Rolfe*

12. shrug | loses | force  
 I | of | translated | such  
 | | shoulders | into  
 | | the | words

13. armies | do awaken | admiration  
 The | of | mastered | not | sincere  
 | | England | for  
 | | battles  
 | | the | of  
 | | Europe

## LESSON 49.

1. I | come  
 not | here | to  
 | | talk

2. I | rejoice  
 to | hear | it

3. desire | leads  
 A | to | to  
 | | excel | eminence

4. Dr Franklin | was sent  
 to | to | solicit | aid  
 | | France | for  
 | | colonies  
 | | the

6. hands | refuse | labor  
 The

7. live | is | all  
 not | of  
 | | life

8. Puritans | desired | to obtain freedom  
*The* | *religious*

9. Romans | were | unable  
*The* | *having conquered* | *world* | *to conquer* | *themselves*  
*the*

10. Narraez | sailed  
*from* | *to* | *conquer* | *Florida*  
*Cuba*

11. savages | love | to wear rings  
*Some* | *or* | *in* | *nose*  
*the*  
*and* | *America*  
*Africa*

12. Andrew Jackson | was inaugurated  
*elected* | *in* | *1829*  
*to* | *succeed* | *J. Q. Adams*

# LESSON 53.

1. planet (Jupiter) | has | moons  
*The* | *four*

2. Emperor (Nero) | was | tyrant  
*The* | *a* | *cruel*

## Graded Lessons in English.

3. mother | lay | sick*wife's*  
*Peter's**of*  
*fever*  
*a*4. ostrich | outruns | horse*An**Arab's*  
*an*5. nephew (Arthur) | had | claim*His*  
*pretty*  
*little**the*  
*bed*  
*to*  
*throna*  
*the*6. Milton (poet) | became | blind*the*  
*great*  
*English*7. Cæsar | gave | daughter (Julia)*to*  
*in*  
*Pompey*  
*marriage*8. London (capital) | is | city*the*  
*of*  
*England*  
*the*  
*and*  
*richest*  
*largest*  
*in*  
*world*  
*the*9. Joseph (son) | was sold*Israel's*  
*favorite*  
*to*  
*by*  
*Ishmaelites*  
*brethren*  
*the*  
*his*10. Alexander the Great | was educated*under*  
*philosopher (Aristotle)*  
*the*  
*celebrated*



11. Friends tie purses  
 with thread  
 the spider's

12. Cæsar married Cornelia (daughter)  
 the of Cinna

13. <sup>alas</sup>  
 fate was deplorable  
 his

14. Love rules kingdom  
 without his  
 sword a

# LESSON 55.

1. toad spends winter  
 the in the  
 state a dormant

2. Pride betrays mind  
 or in a week  
 in beauty  
 dress

3. city is situated  
 The of London on river Thames  
 the

4. Napoleon Bonaparte was born  
 on island in 1769 in Mediterranean  
 the

5. opinions | vary  
 Mrs's | with interests  
 this
6. Ammonia | is found  
 and | in  
 in | juices  
 sap | the | of  
 the | of | vegetables  
 trees | all
7. Earth | sends | hymn  
 up | her | perpetual | of | praise  
 to | Creator  
 the
8. I | trusted | him  
 never | again  
 Having been deceived | one
9. Æsop ( author ) | was | slave  
 the | of | a  
 Æsop's Fables
10. Hope | comes  
 with | to | cheer | hour  
 smiles | the | of  
 pain
11. Clouds | are | collections  
 of | vapors  
 in | air  
 the
12. To | relieve | wretched  
 the | was | pride  
 his

13. Greece ( country ) exceeded half  
 the noted most  
 scarcely in the of state  
 of size the of  
 antiquity New York

LESSON 56.

1. We are old  
 never too to learn

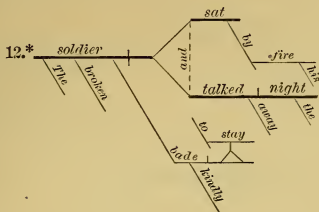
2. Civility is result  
 the of nature good  
 and sense good

3. right is admitted  
 The generally  
 of to instruct representatives  
 people their  
 the

4. quantity presents display  
 The immense of matter a striking of power  
 in Universe most of  
 the

5. Virtue  
 diligence X  
 industry and  
 must be means  
 joined ever the sweet of prosperity  
 with temper good  
 and prudence

6. people were source  
 the called Quakers a of trouble much to Puritans the
7. Mayflower brought men women children  
 the to America one hundred and one
8. Edward Wingfield ( man ) was president  
an and unprincipled the first of colony the Jamestown
9. John Cabot discovered continent  
son ( Sebastian ) and sailing under commission a from Henry VII. of England
10. worth is modest and retiring  
 the
11. Jonah ( prophet ) preached  
 the to inhabitants the of Nineveh



LESSON 57.

1. He | may read

that | runs

2. Man | is | animal

the | only | that | laughs | and | weeps

3. Henry Hudson | discovered | river

the | which | bears | name | his

4. He | remains | weak

necessarily | who | tries | exertion | never

5. meridians | are | circles

The | those | that | extend | from | to | pole | pole

6. He | must be ruled

by | rock | the | who | will be ruled | not | by | rudder | the

\*See note 3.

7. Animals | are called | vertebrates  
 that | have | backbone

8. head | lies | Uneasy  
 the | that | wears | crown

9. mists | are caused  
 The | thick | by | waters | the | warm | of | Gulf Stream  
 which | prevail | in | neighborhood | the | or | Newfoundland

10. power | holds | earth  
 The | which | brings | pin | in | the | orbit | the  
 to | ground | the

11. Death | is | camel  
 the | black | which | kneels | at | gate | our's | every

12. friends | are | they  
 Our | best | who | and | tell | us | or | faults | our  
 help | us | to | mend | them

LESSON 59.

1. dew | glitters  
*The* | *when*  
sun | shines  
*the*

2. Printing | was | unknown  
*when*  
Homer | wrote | Iliad  
*the*

3. spider | sucks | poison  
*the* | *Where*  
bee | sucks | honey  
*the*

*Ah*  
 4. few | shall | part  
*where*  
many | meet

5. he | will | send  
*Where*  
devil | can | come  
*the* | *not*

6. they ( all ) | slumbered  
*and* | *While*  
slept  
bridegroom | tarried  
*the*

7. Fools | rush  
*to* | *where*  
angels | fear | tread

8. Moses | comes  
*When*  
tale | is | doubled  
*the* | *of*  
bricks

9. emotion | dies  
*every* | *of* | *envy*  
*When*  
I | look | me  
*upon*  
tombs | of | great  
*the* | *the*

10. man | speaks  
*The* | *upright*  
*as*  
he | thinks

11. He died  
       |  
       as  
       fool dieth  
       |  
       the

12. sceptre shall depart  
       |  
       The  
       not  
       from Judah  
       |  
       until  
       Shiloh come  
       |

## LESSON 61.

1. Scotch are people  
       |  
       the  
       |  
       an  
       |  
       intelligent  
       |  
       is acknowledged  
       |  
       generally

2. moon is made  
       |  
       the  
       |  
       of  
       |  
       cheese  
       |  
       green  
       |  
       is believed  
       |  
       by  
       |  
       some  
       |  
       boys  
       and  
       girls

3. Julius Caesar invaded Britain  
       |  
       That  
       |  
       is  
       |  
       fact  
       |  
       a  
       |  
       historic

4. children should obey parents  
       |  
       That  
       |  
       their  
       |  
       is  
       |  
       precept  
       |  
       a  
       |  
       divine

5. Redeemer liveth  
       |  
       that  
       |  
       I know  
       |



6. *that*  
*soul* | *is* | *immortal*  
*the* |  
*Plato* | *taught* |

*that*  
*he* | *knew* | *Lord*  
*his* |  
7. *Peter* | *denied* |

*that*  
*mountain* | *would move*  
*the* | *not* |  
8. *Mahomet* | *found* |

*that*  
*taxation* | *is* | *unjust*  
*without* |  
*representation* |  
*principle* | *was* |  
*The* | *maintained* |  
*by* |  
*colonies* |  
*the* |

*that*  
*work* | *shall be done*  
*this* | *well* |  
10. *intention* | *is* |  
*Our* |

*that*  
*you* | *may be saved*  
*is* |  
11. *desire* |  
*prayer* | *will* |  
*hearts* |  
*Our* |

*that* *there*  
*resurrection* | *is* |  
*no* | *or* *dead* |  
*the* |  
*belief* | *was* |  
*The* | *of* |  
*Sadducees* |  
*the* |



9. man | desires | to live long  
*Every*  
man | would be | old  
*no*  
*but*

10. Pride | goeth  
*a*  
spirit | haughty  
*a*  
and  
*x*  
before | destruction  
*before* | fall  
*a*

11. Towers | are measured  
*by*  
men | and  
*x* | *x*  
*great*  
*by*  
calumniators  
*their*  
*shadows*  
*their*

12. Worth | makes | man  
*the*  
and  
*x*  
want | fellow  
*of* | *it*  
*the*

# LESSON 64.

1. Wickedness | is made | substitute  
*often* | *a* | *for* | *wit*

2. Alfred | was | prince  
*a*  
*x* | and | patriotic  
*brave* | *pious*

3. throne | trembles  
*The* | *of* | *Philip*  
Demosthenes | speaks  
*while*

4. That  
whole | is | equal  
*the*  
to  
is | axiom  
*on*  
*sum* | *the* | *or* | *parts*  
*is*

5. lion belongs

The lion belongs to the tribe of the old he can climb the tree not a

6. Pride is flower

a flower that grows in the garden doesn't

7. x is burrow

the simplest Of forms all of habitation

8. people rejoice

the people When are in authority

9. people mourn

the people When wicked beareth rule the

Cassius

10. x be deceived

not

11. man is poor rich abject august wonderful

12. city is Which the largest in world the

## LESSON 65.

1. Politeness is oil

the oil which lubricates wheels of society

0. liberty  
liberty
2. crimes | are committed  
many / too in name the
3. mind | is | field  
The / a / goodly  
to / sow / it / and / trifles  
with  
is | husbandry  
the / worst / in / world the
4. day | is | leaf  
Every / in / a / in / history the  
life the
5. x | Make | hay  
white  
sun | shines  
the
6. he | had discovered | continent  
that / a / new  
Columbus | did know |  
not
7. Who | invented | printing  
subject | was |  
The / of / inquiry
8. tongue | is covered  
cat's / The / with / thousands  
of / cones / little / sharp / pointing / towards / throat the
9. fly |  
The / and / sat  
upon / axle / the / of / chariot-wheel a  
I | do raise | dust |  
said / What / a

10. Sir Humphrey Gilbert | went  
 down | in | mid-ocean  
 to | recross | Atlantic  
 attempting | in | vessel | ( Squirrel )  
 his | little | the
11. Charity | begins  
 but | at | home  
 it | should stay | there  
 not
12. morn | walks  
 The | clad | over dew | the  
 in | mantle | of | hill  
 rused | you | high | eastern

## LESSON 100.

1. Thou | shalt take | name ( or ) shalt take  
 not | in | rain | of | Lord ( God )  
 the | till
2. Strike  
 x  
 till | expires  
 foe | the | had | armed
3. Brutus  
You | wrong | me

4. we | Shall gather | strength  
by  
irresolution  
and  
inaction

5. we | stand | idle  
Why  
here

6. x | Give | liberty  
or  
me  
x | give | death  
me

7. O | Lord  
mercy | is  
thy  
and  
in heavens  
faithfulness | reacheth  
thy  
into clouds  
the

8. clouds | poured | water  
The  
out  
x  
skies | sent | sound  
the  
out  
x  
voice | was  
the  
of  
in heaven  
thunder  
thy

9. heavens | declare | righteousness  
The  
and  
his  
people | see | glory  
all  
the  
his

10. lawn  
The  
verdant  
x  
grove  
the  
shady  
x  
landscape  
the  
variegated  
x  
ocean  
the  
boundless  
x  
firmament  
the  
starry  
are | objects  
and  
magnificent  
beautiful

12. man | does | That  
 the wise at beginning  
 the fool does which  
 the in end  
 the

11. you | grind | corn  
 When and  
 give flour  
 to the  
 devil the  
 bran the  
 to God  
 your

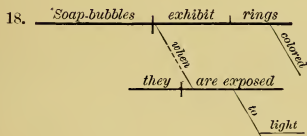
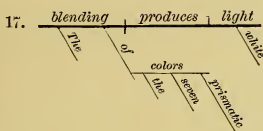
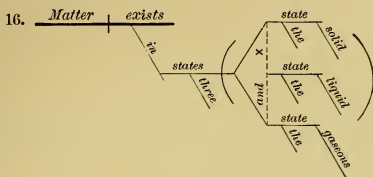
13. Xerxes | commanded | army  
 the largest  
 that was brought  
 ever into field  
 the

14. fires | would cease | to burn  
 Without oxygen  
 and  
 animals would die  
 all immediately  
 W- o - \*

15. Liquids | press  
 when downward sideways  
 and upward  
 acted upon ( or ) acted upon  
 by gravity

\* See note 4.







## LESSON 12.

2. Spanish Armada | was destroyed  
*The great*

9. I | should suffer  
*alone*

3. people | should be educated  
*A free*

10. nature | rejoices  
*All*

4. Liberty Bell | was rung  
*The old*

11. apples | were picked  
*Five large ripe luscious pulpy*

5. library | was burned  
*The famous Alexandrian*

12. days | have come  
*The melancholy autumn*

6. Stamp Act | was repealed  
*The odious*

13. soldier | returned  
*A poor old wounded*

7. citizen | should vote  
*Every intelligent American*

14. serfs | have been freed  
*The oppressed Russian*

8. Hoosac Tunnel | is completed  
*The long*

15. bridges | have been built  
*Massive suspension*

## LESSON 14.

2. Charter Oak | was blown  
*The old historic down*

3. Puritans | worshipped  
*The stern rigid often there*

4. daisies | peep  
*Bright-eyed up everywhere*

5. hours | should be wasted  
*The precious morning not*

6. suggestion | was received  
*The timely very kindly*

7. We | turned  
*rather abruptly*

8. entertainment | was provided  
*A highly enjoyable*

9. entertainment | was enjoyed  
*The highly*

10. people | will exaggerate  
*W A so*

11. pass | had been reached  
*A dangerous somewhat quite unexpectedly*

12. We | travel  
*now still more rapidly*

13. he | spoke  
*Therefore excitedly*

14. You | will be welcomed  
*undoubtedly very cordially*

15. gale | has swept  
*A furious equipped just by*

16. reef | was drilled  
*The Bell Gate slowly away*

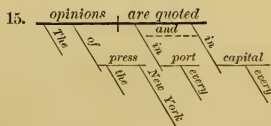
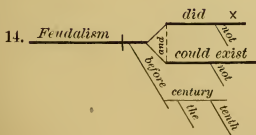
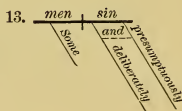
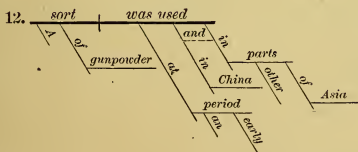
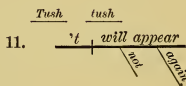
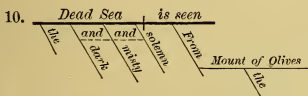
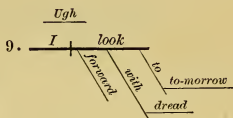
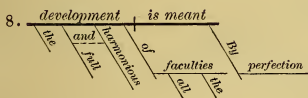
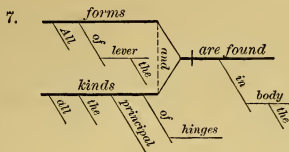
## LESSON 17.

2. Gulf Stream | can be traced  
 The | along | by | blueness | the | of | water | the | United States  
 shores | the | of
3. North Pole | has been approached  
 The | in | directions | three | principal
4. Hudson | penetrated  
 In | 1607 | within | miles | six | hundred | of | North Pole  
 the
5. morning | died  
 The | brief | into | noon | silent
6. Delta | was  
 The | once | at | St. Louis  
 of | Mississippi | the
7. Coal | has originated  
 of | kinds | all | from | decay | the | of | plants
8. Genius | can breathe  
 freely | in | atmosphere | the | of | freedom  
 only
9. Suspension Bridge | is stretched  
 The | across | below | Falls | the  
 just | Niagara river | the
10. cow | jumps  
 the | over | moon | the  
 clear | in | Mother Goose

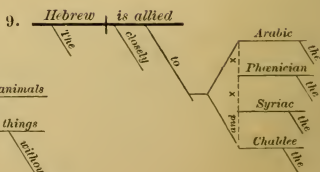
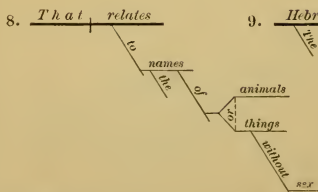
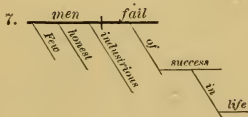
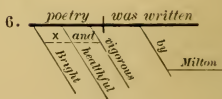
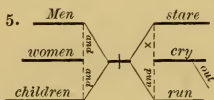
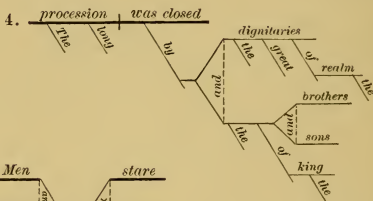
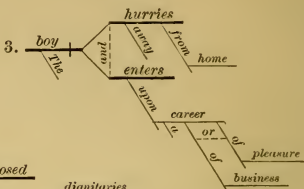
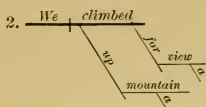
11. army | was formed  
*The first standing in middle the of century the fifteenth*
12. observatory | was erected  
*The first astronomical in at Saracens the Seville Europe*
13. tails | stretch  
*The of comets to distance the of miles 100,000,000*
14. body | was carried  
*The back from to France St. Helena Napoleon the great*

## LESSON 20.

2. we | may advise  
*and in*  
 { x exhort  
 { x comfort  
 { x request  
 { x discuss  
*letter a*
3. powers | are improved  
*The x and muscular by use*  
*x mental*
4. hero | came  
*The and of parentage strange*  
*of from land a strange*  
*Book of Job the*
5. nerve | passes  
*The optic*  
 { and  
 { from brain to back  
 { spreads  
 { there out  
*of eyeball the*
6. nerres | are interposed  
*the of body human*  
*between*  
 { mind  
 { the of man  
 { and  
 { world the outer

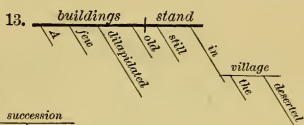
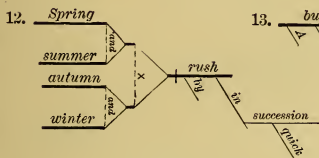
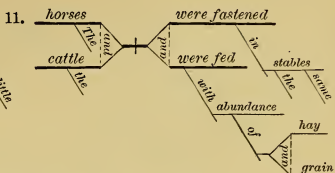
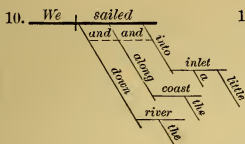


## LESSON 22.\*

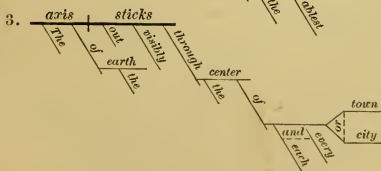
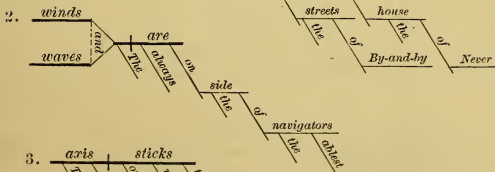
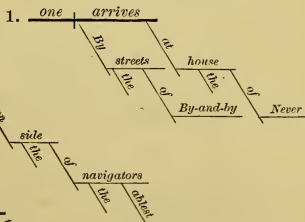


\* See note 5.





## LESSON 25.

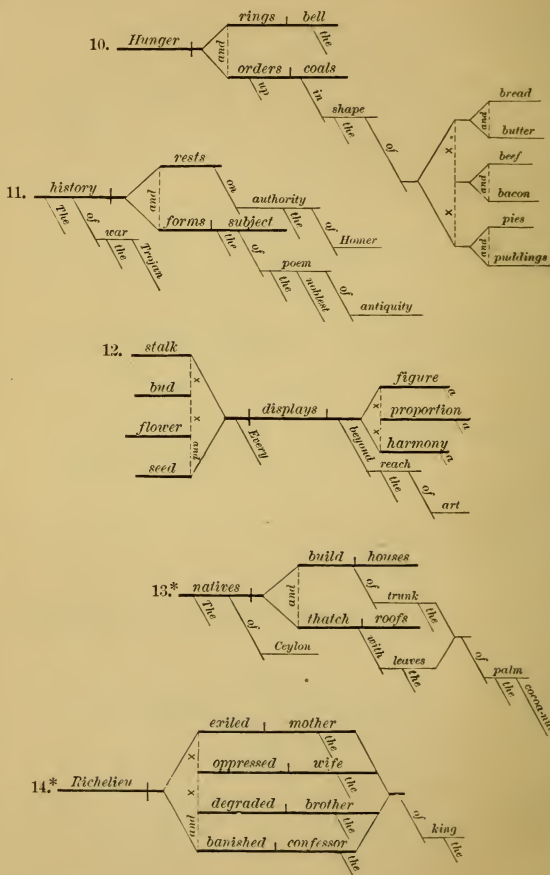


5. act | is colored  
The purest of always by feeling of knowledge some of pleasure or pain
4. Spartan | boasted  
The arrogant with forever of Thermopylae little glorification a French-like
6. thunder | reverberates  
The of journals through clime every the great London
7. cheeks | were scorched  
The into red by eyes two fierly little gray of a duel William the Testy
8. study | goes  
The of science hand in hand with culture the of imagination natural
9. substance | is drenched  
The whole of through and through by baptism this in sea the of winds the and and and and x bathed x washed x winnowed x sifted
10. Arabian Empire | stretched  
The and from to Chinese Wall the Atlantic the from to those of Indian Ocean the shores the of Caspian sea the x

11. half | consists  
*One* | *of materials* | *of oxygen*  
           *all* | *known*
12. range | looked  
*The* | *of pyramids* | *in time* | *born on plain*  
           *thirty* | *seen* | *the* | *of* | *Memphis*  
                                   *Abraham*

LESSON 28.

2. Austerlitz | killed | Pitt
3. invention | destroyed | feudalism  
       *The* | *of* | *gunpowder*
4. Liars | should have | memories  
                                   *good*
5. We | find | surnames  
       *in* | *the* | *first*  
           *century* | *the* | *tenth*
6. God | tempers | wind  
       *to* | *the*  
           *lamb* | *stems*  
           *the*
7. Benjamin Franklin | invented | lightning-rod  
   *the*
8. Oxford | took | rank  
               *and* | *held* | *with* | *schools* | *the* | *greatest* | *of* | *Europe*  
               *At* | *opening* | *the* | *of* | *century* | *thirteenth*
9. moon | revolves  
       *The* | *and* | *keeps* | *side*  
               *toward* | *the* | *same*  
                           *us*



\* See note 4.

## LESSON 29.

2. sea | is | fascinating  
       The | and | treacherous

3. mountains | are | grand  
       The | and | tranquil  
               and | lovable

4. words | are | simple  
       The | Latin | and | homely  
           in | substantial  
               English

5. words | are | elegant  
       The | French | and | dignified  
           in | artificial  
               English

6. ear | is | gateway  
       The | the | ever-open | of | soul  
                   the

7. verb | is | life  
       The | the | of | sentence  
                   the

8. Good-breeding | is | surface-Christianity

9. ivy | is | plant  
       the | green | A | dainty

10. outcome | is | simplicity  
       The | highest | of | culture

11. Stillness | are | marks  
       of | person | and | signal | of | good-breeding  
       steadiness | or | features

12. wind | is | full  
       The | and | courage  
           puts | stamina  
           into | the | of | endurance  
               man | a

13. *wind* *is* *hopeful*  
*The west* *and* *has* *promise*  
*in it* *and* *adventure*
14. *wind* *is* *peerishness*  
*The east* *and* *and* *rheumatism* *mental*  
*curls* *one*  
*up* *in* *chimney-corner* *the*
15. *wind* *is* *full*  
*The south* *of* *longing*  
*and* *and* *unrest*  
*and* *suggestions*  
*effeminate* *of* *ease* *luxurious*

## LESSON 30.

2. *sun* *shines* *bright*  
*The* *at* *midday* *and* *hot*
3. *Velvet* *feels* *smooth*  
*and* *looks* *rich*  
*and* *glossy*
4. *She* *grew* *tall*  
*and* *queenly*  
*and* *beautiful*
5. *Plato* *are called* *head-springs*  
*Aristotle* *the* *ten* *of* *philosophy* *all*

6. son was regarded as slave  
*every* *Under* *law* *the* *Roman*

7. He came and returned foe friend  
*2* *2*

8. I am here I am present

9. book is presented as token  
*This* *to* *you* *a* *of* *esteem* *and* *gratitude*

10. warrior fell corpse  
*The* *back* *upon* *a* *lifeless* *bed* *the*

11. apple tastes and smells delicious  
*The*

12.\* Lord Darnley turned out husband  
*a* *and* *ineffectual* *and* *dissolute*

13. weights hung speechless  
*the* *In* *fable* *the* *or* *Discontented Pendulum* *the*

14. brightness freedom seemed incarnate  
*pub* *The* *of* *New Learning* *in* *Sir Thomas More* *the* *and* *young* *scholarly*

15. Sir Philip Sidney lived died darling gentleman idol  
*and* *the* *of* *Court* *the* *and* *the* *of* *time* *the*

\* See note 6.





9. Shylock | would have struck | dead | Jessica

*beside*  
*him*

10. Custom | renders | and | blunt  
callous | feelings  
*the*

11. Socrates | styled | tyranny | beauty

*a*  
*short-lived*

12. Madame de Stael | calls | music | architecture

*frozen*  
*beautiful*

13. They | named | New York | state

*from*  
*Duke of York*  
*the*

14. Henry the Great | consecrated | as | ark | Edict of Nantes

*the*  
*word*  
*of*  
*the*  
*constitution*  
*the*

### LESSON 33.

2. features | are derived

*the*  
*best*  
*of*  
*translation*  
*from*  
*version*  
*King James's*  
*of*  
*Bible*  
*the*  
*Tyndale's*

3. St. Paul | ( apostle ) | was beheaded

*the*  
*in*  
*reign*  
*the*  
*of*  
*Nero*

4. bolt | is shot  
 A | fool's | soon

5. tadpole ( polliwog ) | becomes | frog  
 The | a

6. brain | is | workshop  
 An | idle | deaf's  
 the

7. Mahomet ( Mohammed ) | was born  
 and | died | in year ( 569 )  
 in 632

9. Bees ( each ) | communicate | death  
 to | by | the | of  
 other | interlacing | a | queen  
 rapid | of | antennae  
 the

10. lamp | has | wicks ( brain )  
 The | of | life | three | blood  
 a | man's | and | breath

11. back-bone | breast-bone | shell | coat | are  
 rib | turtle's | and | on  
 The | armor | outside  
 the | of | body  
 its

12. rule | began | ended | in year ( 1653 )  
 Cromwell's ( Protector ) | as | in 1658  
 in

13. nations <sup>three</sup> <sup>namely</sup> <sup>Russia</sup> <sup>Austria</sup> <sup>Prussia</sup> <sup>and</sup> <sup>united</sup> <sup>for</sup> <sup>dismemberment</sup> <sup>the</sup> <sup>of</sup> <sup>Poland</sup>
14. John <sup>(disciple)</sup> <sup>lay</sup> <sup>the</sup> <sup>beloved</sup> <sup>on</sup> <sup>breast</sup> <sup>the</sup> <sup>half</sup> <sup>the</sup> <sup>latter</sup> <sup>of</sup> <sup>century</sup> <sup>the</sup> <sup>eighteenth</sup>
15. petals <sup>close</sup> <sup>and</sup> <sup>in</sup> <sup>weather</sup> <sup>at</sup> <sup>night</sup> <sup>rainy</sup> <sup>daisy</sup> <sup>(day's-eye)</sup> <sup>the</sup>

LESSON 35.

2. We <sup>pay</sup> <sup>\$50,000</sup> <sup>year</sup> <sup>a</sup> <sup>President</sup> <sup>the</sup> <sup>of</sup> <sup>United States</sup> <sup>the</sup>
3. He <sup>sent</sup> <sup>daughter</sup> <sup>his</sup> <sup>way</sup> <sup>that</sup> <sup>home</sup>
4. I <sup>him</sup> <sup>and</sup> <sup>gave</sup> <sup>dollar</sup> <sup>a</sup> <sup>for</sup> <sup>wheat</sup> <sup>his</sup> <sup>bushel</sup> <sup>a</sup> <sup>x</sup> <sup>cents</sup> <sup>ten</sup> <sup>for</sup> <sup>sugar</sup> <sup>his</sup> <sup>pound</sup> <sup>a</sup>
5. Shakespeare <sup>was</sup> <sup>old</sup> <sup>day</sup> <sup>the</sup> <sup>very</sup> <sup>of</sup> <sup>death</sup> <sup>his</sup> <sup>years</sup> <sup>fifty-two</sup>

6. Serpents | cast | skin  
 once | year | their
7. Charter Oak | fell  
 The famous of Hartford Aug. 21, 1856  
 Conn.
- (or) fell  
 21  
 Aug.  
 1856
8. land | should yield | busbels  
 Good owner acre seventy-five of corn
9. attendants | brought | cup  
 his of water cold  
 On Sir Philip Sidney the wounded  
 Sept. 22, 1586  
 field the field of Zutphen
10. He | gave | water  
 ungrudgingly the soldier dying
11. frog | lives | fish  
 The and breathes weeks several  
 by means of gills
12. Queen Esther | asked | favor  
 King Ahasuerus
13. Aristotle | taught | philosophy  
 Alexander the Great
14. attar | is | worth  
 The pure of ounce dollars or thirty  
 roses an
15. Puff-balls | have grown  
 in night single  
 in diameter  
 inches

\*For date see (7), above.

LESSON 37.

2. fat is fuel  
*The of body the laid away for use*

3. marrow extends  
*The spinal proceeding from brain the through back-bone the*

4. Van Twiller sat  
*in chair a huge of oak solid*

5. Lentulus had amused populace  
*returning with sports the the of amphitheater the of forest celebrated of Hague the*

6. natives came  
*The crowding around*

7. city lies  
*The sleeping*

8. They stood  
*terrified*

9. philosopher sat  
*The buried in thought*

11. He kept me  
*waiting*

13. He owned himself  
*deceated*

14. one saw men  
*No over or herding riot a together in mobs turbulent*

15. I felt heart  
*beating faster*

16. You may imagine <sup>sitting</sup> me <sup>there</sup>
17. Saul found <sup>turned</sup> himself <sup>suddenly</sup> <sup>into</sup> <sup>king</sup> <sup>a</sup>  
<sup>seeking</sup> <sup>asses</sup> <sup>his</sup> <sup>father's</sup>

## LESSON 38.

- 2\* Portions may be cut  
<sup>or</sup> <sup>brain</sup> <sup>the</sup> <sup>of</sup> <sup>without</sup> <sup>producing</sup> <sup>pain</sup> <sup>any</sup> (or) <sup>without</sup> <sup>producing</sup> <sup>pain</sup> <sup>any</sup>
3. Coliseum was capable  
<sup>The</sup> <sup>one</sup> <sup>of</sup> <sup>sitting</sup> <sup>persons</sup> <sup>ninety thousand</sup>
4. Success depends  
<sup>generally</sup> <sup>on</sup> <sup>acting</sup> <sup>x</sup> <sup>and</sup> <sup>steadily</sup> <sup>vigorously</sup> <sup>prudently</sup>
5. You can sympathize  
<sup>not</sup> <sup>fully</sup> <sup>without</sup> <sup>with</sup> <sup>having</sup> <sup>suffered</sup> <sup>suffering</sup>
7. We should avoid <sup>injuring</sup> <sup>feelings</sup> <sup>the</sup> <sup>of</sup> <sup>others</sup>

\* See note 7.

8. *going* *there* *will depend*  
*my* *upon giving consent*  
*father's* *his*

9. *reading* *about* *is* *accomplishment*  
*Good* *a* *rare*

10. *cackling* *saved* *Rome*  
*The* *of* *geese*

11. *campaign* *was* *Such*  
*the* *exciting* *celebrated*  
*in* *song* *a* *long-forgotten*  
*war*

12. *silencing* *is* *assumption*  
*All* *of* *discussion* *the* *of* *infallibility*

13. *He* *was* *a* *sinner*  
*squeezing* *grasping* *hardened* *old*

14. *bridge* *going* *way*  
*The* *at* *Ashtabula*

*train* *fell*  
*the* *via river* *the*

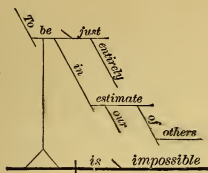
15. *talking* *you* *have heard*  
*of* *exercise* *of* *course* *of* *constitutional*  
*Dickens's*

## LESSON 40.

2. title | rested  
*Richelieu's* | to | command | on  
 { force | of | will  
 { and | sublime | decision | of | character
3. Many | were defeated  
of | attempts | the | to | assassinate | William the Silent
4. We | will strive  
to | please | you
5. Art | steps  
ingenious | forth | to  
 { fashion | and | refine } | race | the
6. debustons | tend  
These | harmless | to | make | happy | us
7. Wounds | are | hard  
made | by | words | to | heal
8. Yankee | wanders  
The | representative | selling | away | farm | his  
 { to | to | to | to | to } | and | to | sell | off | wander  
 { build | palace | shingle } | another | clear | cornfields | new | seek | lands | new
9. apples | are | ripe  
These | not | enough | to | eat
11. To hear | ful | our | is | to | conquer | it



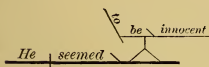
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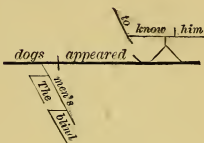
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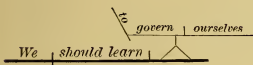
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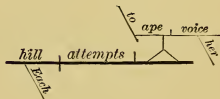
15.



16.

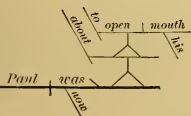


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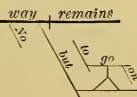


## LESSON 41.

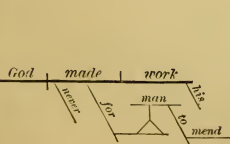
2.



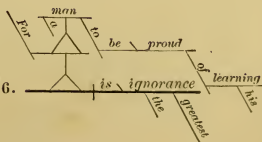
3.



5.



6.



8. It ( ) is way  
 to tell lies about it  
 not the to argue nice  
 down

9. It ( ) is natural  
 to indulge in illusions of hope  
 to men

10. It ( ) is all  
 to live not of life

11. task ( ) may become delightful  
 to teach young the  
 This

12. He made ( ) me  
 wait

14. He commanded ( ) bridge  
 to be lowered  
 the

15. I saw ( ) leaves  
 stir the

16. Nero caused ( ) mother (Agrippina)  
 to be assassinated  
 being persuaded by Poppaea

## LESSON 42.

1. to put it  
in numbers round

debt is \$4,000,000,000  
England's

2. object has faces  
Every several to speak so

3. To make short story  
a long  
Louis XVI. and Marie Antoinette were executed

4. to give thanks  
into Lord the  
It ( ) is thing a good

5. We require clothing  
in to protect body the  
summer from heat the  
the or sun the

6. Rip Van Winkle could account  
and for having changed so

7. sentence is difficult  
This not too for me to analyze

8. pouring in  
at think  
fog came and keyhole  
The every

9. Conscience lies  
recorded  
law her first broken

10. *that is question*  
 or to be not  
 to be

11. *I supposed him*  
 to be gentleman

12. *Food is necessity*  
 keeping body the  
 in health by making warm it  
 and repairing waste  
 is

13. *I will teach trick*  
 you to prevent being cheated  
 your time another

14. *She threatened*  
 to drown herself  
 to throw herself  
 go out of window  
 beyond sea the

15. *council would sit*  
 and watching curl  
 smoking smoke the  
 for hours  
 Busy the  
 with affairs  
 public

## LESSON 44

1. Tom things are shadows  
*The loveliest in life but*

Why  
 6. this is revenge  
*not*

2. intellects  
*one story*  
intellects  
*two story*  
intellects  
*three story*  
*with sky-lights*  
*There are*

Well  
 7. this is forest  
*the of Arden*

hurry  
*ing and to*  
Ah  
 3. was  
*and there then*

Now there  
 8. pool is  
*at by sheep-market the Jerusalem*

4. all is lost  
*Hope lost*

To speak  
 9. habits are enemies  
*your your worst*

5. smith  
*The*  
he is man  
*a mighty*

10. we shall arrive  
*accident to-morrow*  
*No occurring*

11. there  
school | was  
 no teacher Friday  
 The being sick
12. Mr. President | I | shall enter  
 on encomium  
 no upon  
 Massachusetts
13. speaking | there  
chance | can be  
 no in affairs  
 Properly our
14. But  
enemies | path | leads  
 the of tyranny  
 their to scaffold  
 the
15. oh  
artfulness | She | managed | matter  
 the of woman  
 well extremely  
 the
16. retreat | began  
 the fatal of from Moscow  
 Grand Army later  
 the day  
 Oct. 19, 1812

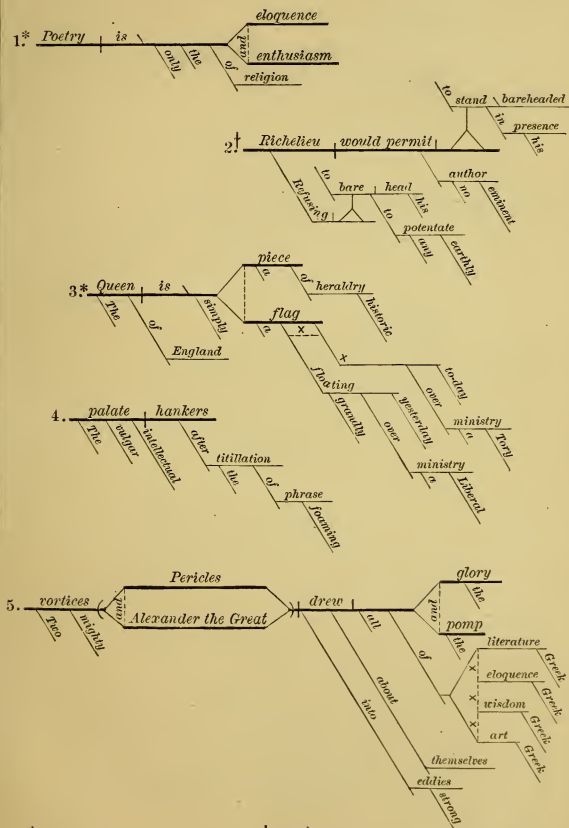
## LESSON 46.

1. There  
accidents are  
no in providence  
the of God
2. murderer does strike  
the very with  
victim of part mortal  
his sleeping  
and eye before him  
his glaring taking measure  
the of blow the
3. x Suffer to be betrayed  
not with kiss  
yourselves a
4. advent is wonderful  
the or spring the
5. Oh  
ivy is plant  
the green a dainty
6. thou shalt labor  
and x do work  
days all the  
six
7. Alexander the Great died  
in year  
at the thirty-third  
Babylon of age his
8. sickness enlarges dimensions  
the to the of self  
himself a man's



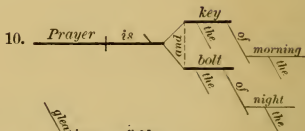
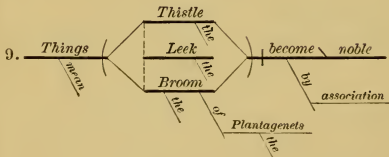
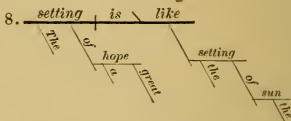
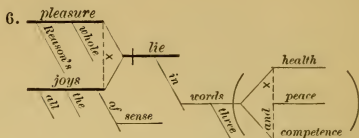


LESSON 47.

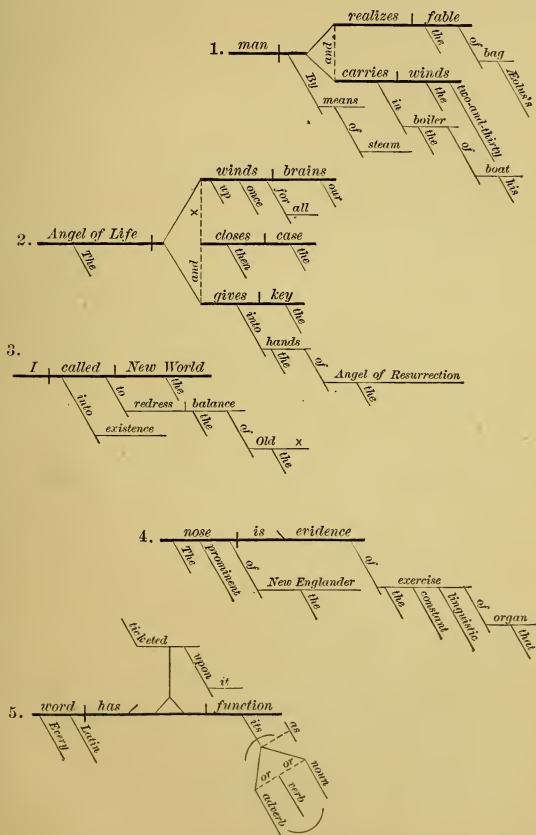


\*See note 8.

† See note 3.



## LESSON 48.



6. Alps | are | image  
*The* | *reared* | *in* | *sublimity* | *and* | *still*  
*of* | *despotism* | *and* | *cold*

7. I | want | husband  
*to* | *be* | *submissive* | *without* | *looking* | *so* | *my*

8. I | love | myself  
*in* | *minds* | *and* | *other* | *worlds*

9. Cheerfulness | banishes | care  
*and* | *all* | *discontent* | *anxious*  
*and* | *soothes* | *passions*  
*and* | *composes* | *the*  
*keeps* | *soul* | *in* | *calm* | *a* | *perpetual*

10. has proved | power | of science  
*to* | *discover* | *nature* | *the* | *true* | *of* | *comets*  
*beyond* | *the* | *of* | *science* | *hitherto*

11. Authors | must expect | win | victories  
*not* | *like* | *soldiers* | *Chinese* | *by* | *turning* | *somersets* | *in* | *air* | *the*

## LESSON 59.

2. lever is printing-press

The which moves world  
the 2. mind

3. Wine makes face

blush for habits his  
the of him  
who drinks it  
to excess

4. Photography is art

to look like genius  
which enables mediocrity  
commonplace

5. Louis XIV. signed ordinance

In the 1685  
that revoked Edict of Nantes  
the

6.

colonies were welded

The thirteen together by measures  
the Samuel Adams framed which

7.

guilt rests

The of slave-trade with John Hawkins  
the which sprang  
out of traffic the rich Guinea

9. spirit | is | matter  
*The* | *the* | *highest*  
me | act  
*in* | *which*

10. It | was | book  
*the* | *same*  
I | referred  
*to* | *that*

11. She | was | blind  
I | spoke  
*to* | *that*

12. Grouchy | did arrive  
*not* | *at* | *time*  
*the*  
Napoleon | needed | him  
*most* | *that*

13. Attention | is | stuff  
*the*  
memory | is made  
*of* | *that*

14. It | is | you  
I | speak  
*to* | *that*

15. It | was | me = I  
he | received | information  
*from* | *the* | *that*

16. Islands | are | tops  
*the* | *of* | *mountains*  
base | is  
*whose*

17. man | is | Unhappy  
*the*  
mother | does make | interesting | mothers  
*whose* | *not* | *all*  
*in* | *bed* | *the* | *of* | *ocean* | *the*

## LESSON 60.

1. *Trillions* | *enter* | *eye* | *the*  
 | *and* | *hit* | *retina* | *the*  
*e.* | *waves* | *in* | *time* | *the*  
 | *or* | *ether*  
 | *you* | *take* | *x*  
 | *to* | *breathe*
2. *smith* | *takes* | *name*  
*The* | *from* | *his* | *metals* | *the*  
 | *smoothing* | *his*  
 | *he* | *works* | *on* | *x*
3. *Socrates* | *was* | *one*  
 | *of* | *sages* | *the* | *greatest* | *x*  
 | *world* | *saw* | *the* | *ear*
4. *he* | *chasteneth* | *x*  
 | *Lord* | *loveth* | *Whom* | *the*
- 6\* *x* | *betrays* | *itself*  
 | *What* | *is* | *false* | *in* | *love* | *a* | *or* | *show*  
 | *in* | *world* | *this* | *below*
7. *swan* | *achieved* | *x*  
*The* | *goose* | *conceived* | *what* | *the*
8. *men* | *were* | *true*  
 | *he* | *had* | *What*
9. *x* | *is ennobled*  
 | *Whoever* | *does* | *deed* | *a* | *instantly* | *good*
10. *I* | *told* | *him* | *to* | *bring* | *x*  
 | *whichever* | *was* | *x* | *the* | *lightest*

\*See note 9.

11. x | is | despotism  
Whatever | crushes | individuality

13. He | raised | maid  
from | x | where  
she | knelt

14. Youth | is | time  
the | when  
seeds | are sown  
the | of | character

15. Shylock | would give | reason  
duke | no | why  
he | followed | suit  
against | a | losing  
Antonio

16. x | Mark | simplicity  
the | majestic | of | laws  
those | whereby  
operations | are conducted  
the | of | universe  
the

## LESSON 62.

1. Knights of the Round Table | flourished

2. Solomon | was | son  
who | built | Temple  
the | of | David  
rich | in | exploits  
chief | their | chivalrous  
in | reign | the | of | King Arthur



3. brother | caught | fish  
 by on we had which  
 hook for breakfast  
 a snail baited with worm  
 a
4. You | have | right  
 who are interested  
 to decide
5. Those | are | foolish  
 fighting custom  
 with grammar
6. Constitution | is | sheet-anchor  
 the framed by the of liberties  
 fathers our
- 7.\* I | am | spirit  
 father's that downed to walk night the  
 for term a certain
8. people | undervalue | advantages  
 Some being lived the of land their native  
 abroad
9. wife  
 children have knell  
 threatened at fret on threshold  
 with widowhood your the very of Senate Chamber  
 and orphanage the

\* See note 3.

## LESSON 63.

1.\* Cato spent night  
 before in the  
 reading Plato's Immortality  
 he durst give stroke  
 the fatal  
 himself

2. Europe was  
 while at war  
 Louis XIV. reigned

5. year is  
 Macg a in grave since  
 I crossed wave  
 this restless

6. Blucher arrived  
 on Wellington was meeting onslaught  
 field the last of Napoleon  
 the of Waterloo

7. freedom is  
 there were  
 snow falls  
 the

8. Pope skimmed cream  
 the of sense  
 wherever good expression  
 he could find it

9. wind bloweth  
 the where  
 it listeth

10. Washington was good  
 as  
 he was great

11. he became humbler  
 the the  
 he grew wiser

\*See note 10.

13. To be right  
is better  
to be president than  
 x x

14. It was cold  
mercury froze  
so that  
the

15. It was cold  
to freeze mercury so  
the x x

16. Dying  
for principle  
is a degree  
scoffing a higher of virtue  
for it than  
 x x

17. He called  
so loud  
that  
deep resounded  
all the hollows of hell

18. To preach  
is easier  
to practice than  
 x x

19. breeding shows itself  
One's nowhere more  
 x x x  
than  
in religion  
his

# LESSON 64.

1. He died  
as  
he lived

2. man speaks  
The upright as  
he thinks

3. he | speaks  
       | *so*  
       | *As*  
man | thinks  
       | *the* | *upright*

4. man | will be  
       | *the*  
       | *so*  
       | *As*  
boy | is  
       | *the*

5. waves | roll  
       | *The* | *of* | *and* | *shape* | *thoughts*  
       | *of* | *conversation*  
       | *as*  
surf | rolls  
       | *the* | *and* | *shapes* | *pebbles*  
       | *the* | *on* | *shore* | *the*

7. Slang | is | vulgar  
       | *always* | *as*  
it | is | way  
       | *on* | *affected* | *of* | *talking*

8. We | keep | open | pores  
       | *for* | *the* | *of*  
blood | throws | impurities | of | skin  
       | *the* | *through* | *off* | *its* | *the*

9. people | ventilate | rooms  
       | *wise* | *Since* | *their* | *sleeping*  
breath | contains | acid  
       | *the* | *poisonous* | *carbonic*

10. Sea bathing | is | kind  
       | *the* | *most* | *of* | *washing*  
       | *as*  
it | combines | air  
       | *with* | *benefits* | *its* | *other*  
       | *and* | *exercise* | *fresh* | *rigorous*

12. God | was | angry  
 he | overthrew | them | for | with | children | the | or | Israel  
 in | wilderness | the
11. Wheat | is | the | most | valuable | of | grains  
 because | bread | is | made | from | flour | its
13. Tobacco | and | potato | are | products | since | they | are | American  
Raleigh | found | them | here
14. It | rained  
 because | night | last  
ground | is | wet | the | morning | this
15. We | (Americans) | (all) | must | be | cuckoos  
we | build | homes | for | in | our | nests | the | of | birds | other

## LESSON 65.

1. heat | is | evolved  
 enough | to | produce | combustion | if | air | is | compressed | the | quickly
2. use | prose  
 always | unless | thought | packs | and | neatly | in | verse  
your | easy

3. you have image

an or speaker dull  
 If a listener lively  
 you saw crow  
 ever a with king-bird  
 after him

4. harbors

the pun would be blocked  
 rivers the of Britain up  
 it Were with for  
 not ice a part  
 for waters great or  
 the warm of year  
 the Gulf Stream

5. fat is thrown

the of body the into keep furnace the  
 grate in play  
 calls Should be neglected  
 the of hunger

6. Language was given

us that  
 we (each) might say things  
 to other pleasant

7. Spiders have eyes

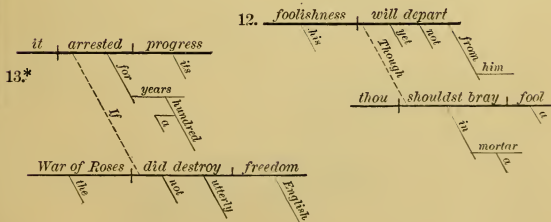
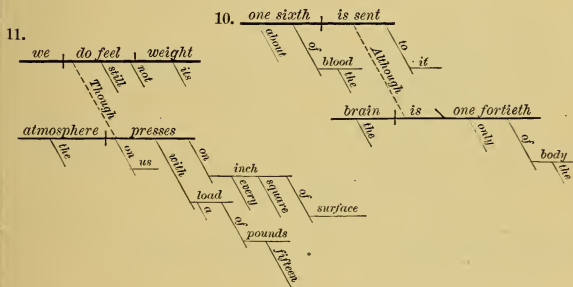
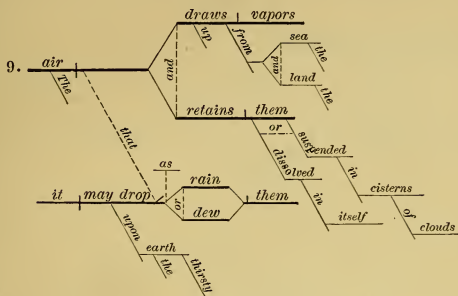
over heads in order that  
 all their  
 they may see

8\*

ship-canal was dug

The across Isthmus of Suez so that  
 the vessels need sail  
 European not  
 around to reach Orient the  
 Cape of Good Hope

\* See note 10.



\*See note 11.

14. they are sufficient  
       ~~not~~  
       though  
       rivers flow  
       ~~now~~  
       into Mediterranean  
       ~~the~~  
       to make loss  
       ~~up~~ ~~the~~  
       caused  
       ~~by~~  
       evaporation

## LESSON 71.

2. *word is used*  
*the same* *and* *for* *for* *glass*  
*the* *soul* *a* *a* *gin*  
*of* *man*  
*is singular*

3. I have done | What  
is asked

by know the thief the

4. discoverer | was | Who  
the | of | America

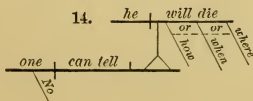
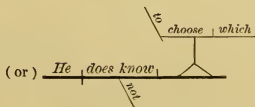
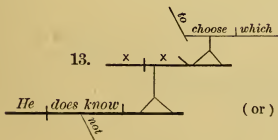
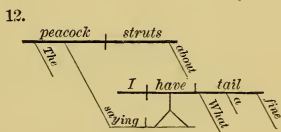
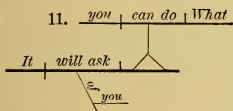
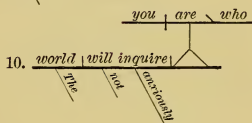
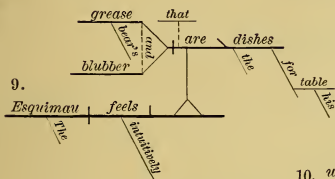
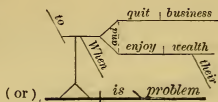
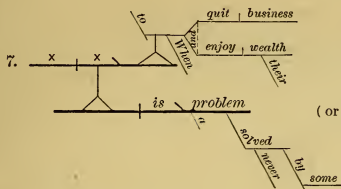
5. letter

is determined  
not | yet | fully | by | historians

5. letters | were used  
| / When / first  
historians | is known  
| / not / certainly

6. Abel ( brother ) is Where  
the  
smote ears  
the of Cain the guilt

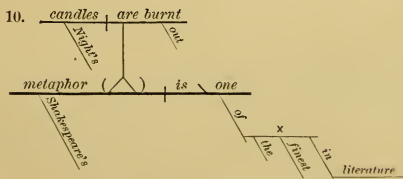
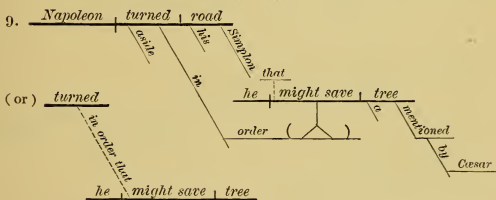
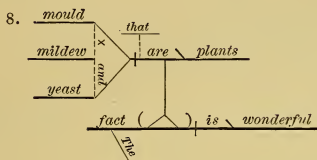
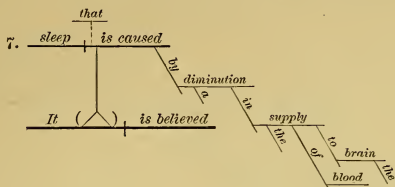




15. Philosophers | are debating | whether  
 | will | has | control  
 | the | any | over | current  
 | the | of | thought  
 | in | dreams  
 | our  
 | still

## LESSON 72.

1. it | has | words | that  
 | peculiarity | is | so | many | horrored  
 | English
2. you | are going | to | do | What  
 | question | was | about | it  
 | Tweed's | reluctant
3. I | am | to | exist | and | how | in | Hereafter  
 | question | is | Where | the  
 | The | and | answered | never  
 | asked | ever
4. man | is | piece | a | What | of | work  
 | exclamation | was | Hamlet's
5. he | was | invulnerable | that  
 | myth | is | in | part | every | except | heel | the  
 | The | concerning | Achilles



11. do When Romans do the in Rome

advice was this ( ) in substance

St. Ambrose gave that St. Augustine in regard to conformity to custom local

12. that future depends our on present our

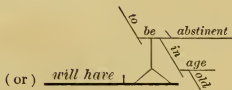
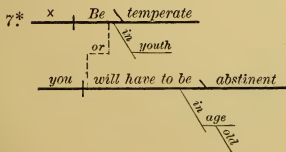
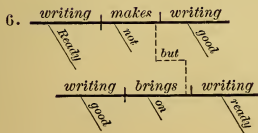
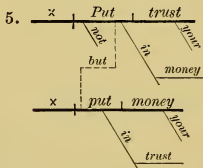
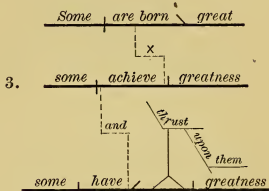
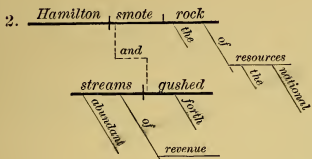
14. There dispute has been some about who wrote Shakespeare's Plays

15. We are certain not that sea surrounds Pole the an open

16. We (all) are anxious that future shall bring the us and success triumph

17. Sandwich Islander is confident strength valor that pass the of enemy this into himself

LESSON 76.



\* See note 10.

8. Places | are | cold  
 near | not | in | extremely  
 sea | the | nor  
they | are | warm  
 in | summer | extremely

9. Hamlet | was | mad  
 Either  
 or  
he | feigned | madness  
 admirably

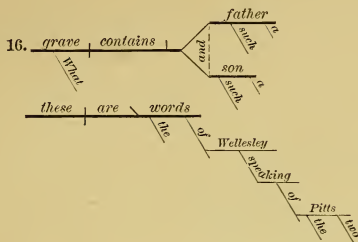
10. People | are carrying | umbrellas  
 in | streets | the  
 it | must be raining  
 hence

12. camel | is | ship  
 The | the | of ocean  
 the | of sand  
reindeer | is | camel  
 the | the | of desert  
 the | of snow

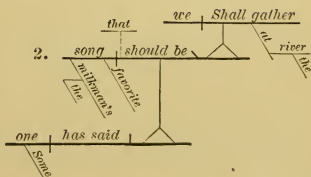
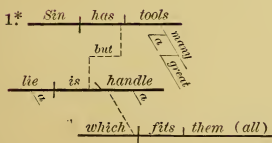
13. thou | art | master  
 of word thy unspoken  
 word | is | master  
 thy | spoken | of thee

14. ship | leaps  
 The | from | to hillside  
 as | hillside  
it | were

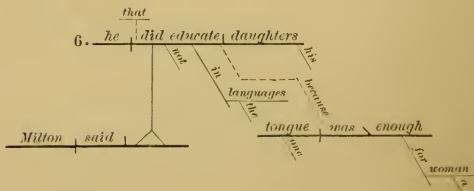
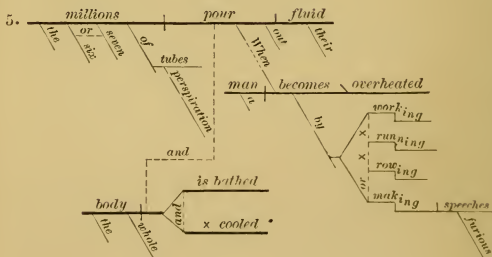
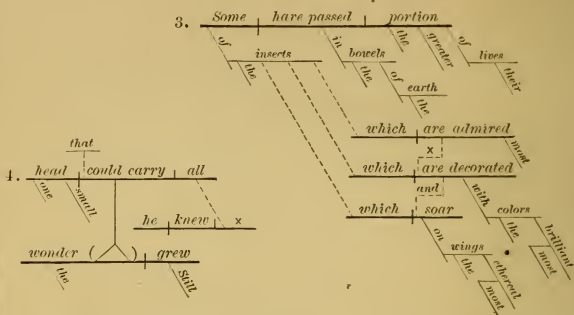
15. Religion | is | x  
 the | notest | of | for exercise | the | of intellect  
who | can doubt | it  
 themes



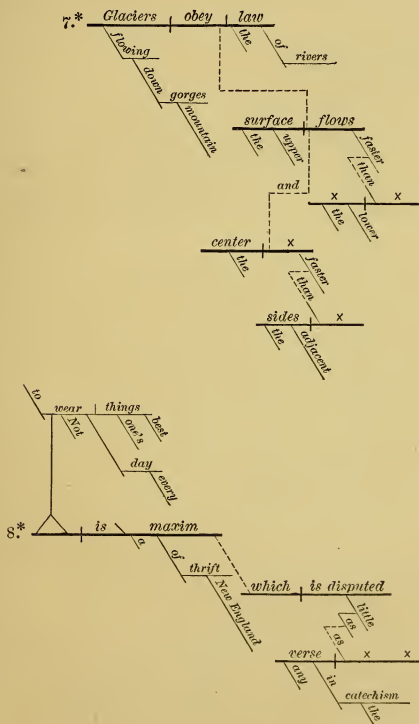
LESSON 78.



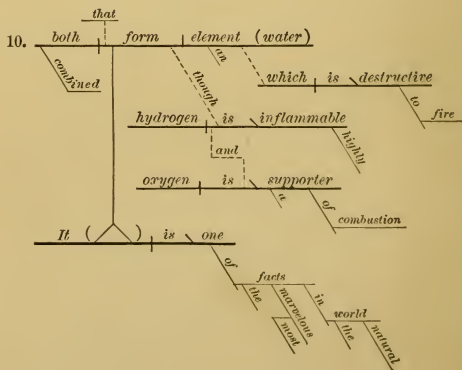
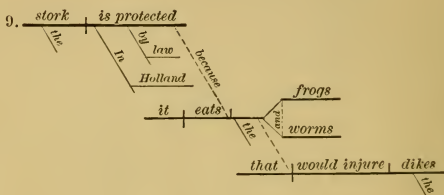
\*See note 11.

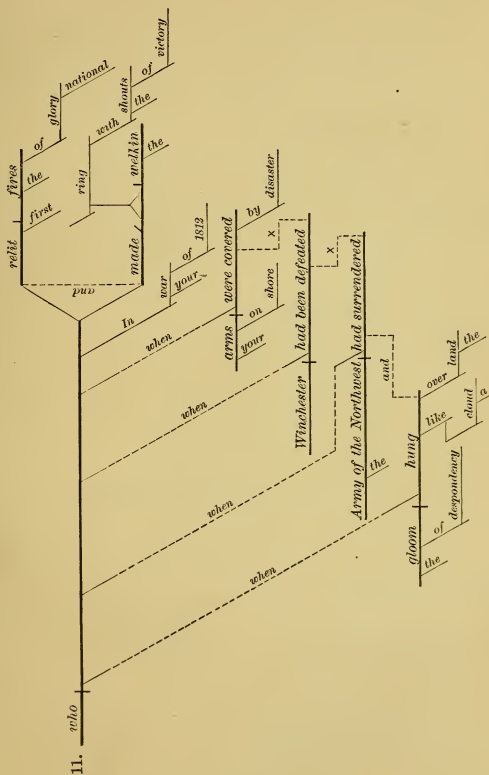




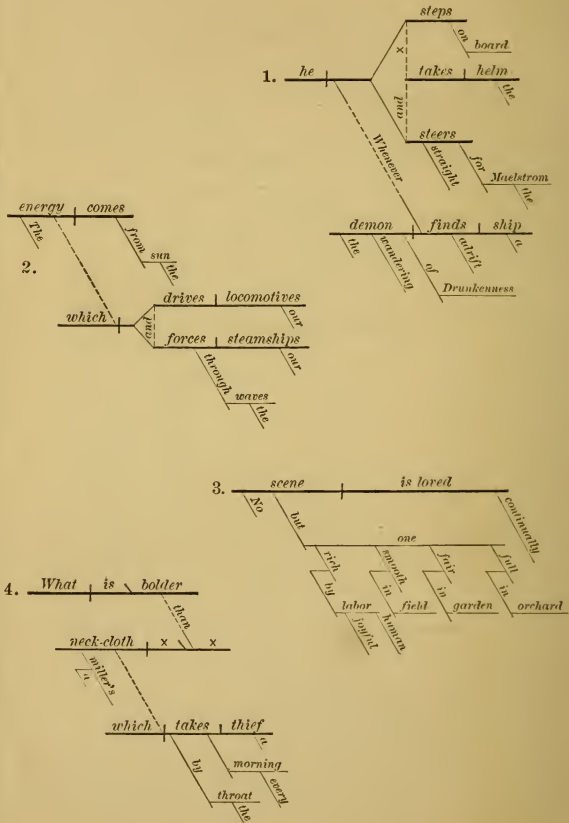


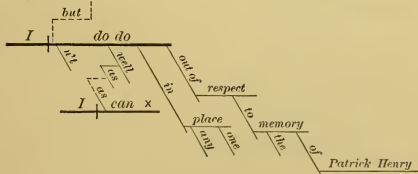
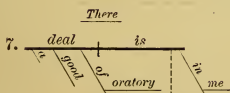
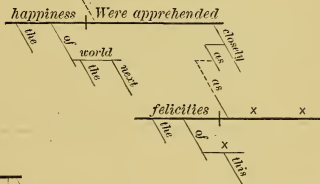
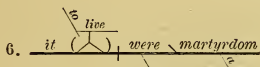
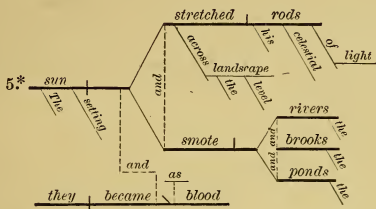
\*See note 12.



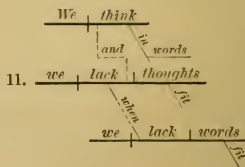
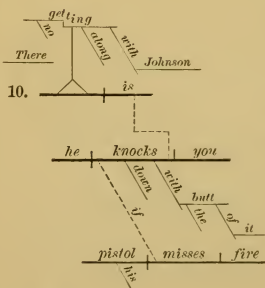
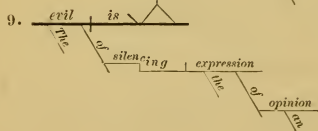
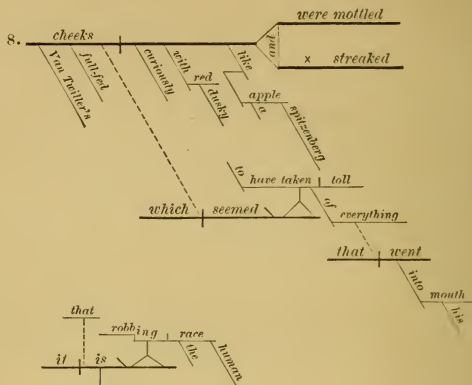


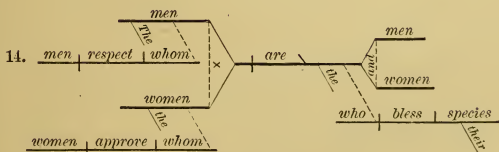
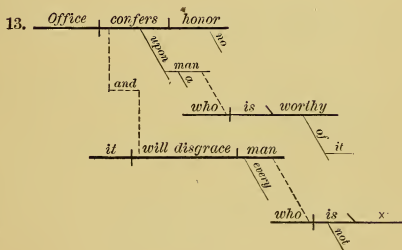
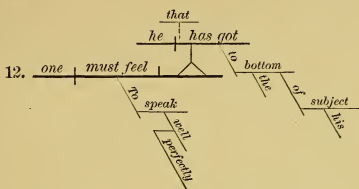
## LESSON 80.





\*See note 13.

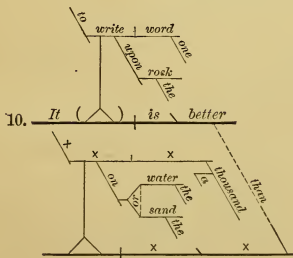
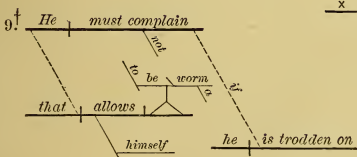
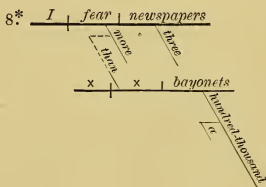
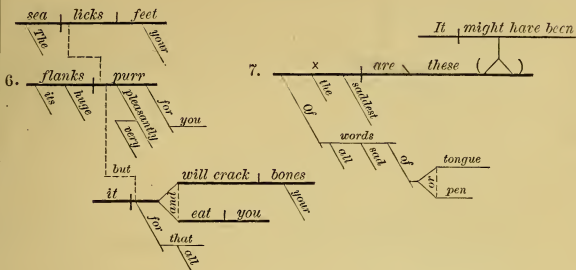




## LESSON 81.

1. ruler | sins  
 and | against | state  
 God | the  
 who | appoints | man  
 to | office | when  
 there | an | is  
 man | another | justified | better | in | dominions  
 his  
 for | it
2. whether  
 saltiness | was | wife  
 the | of | not | in  
 Dead Sea | Lot's | solution  
 the  
 We | wondered
3. There  
 class | is  
 a | conservative | among  
 us  
 that  
 they | are | afraid  
 roof | will come  
 the | down  
 if  
 you | sweep | cobwebs  
 of | the
4. hearts | are | more  
 kind  
 coronets | x | x  
 and  
 faith | x | x  
 simple  
 blood | x | x  
 than  
 Norman
5. things | obey | virtue  
 All | these  
 men | plough  
 build  
 sail  
 for  
 which





\*See note 12.

†See note 3.

11. breath | is | better  
 \ /  
 or air  
 \ /  
 New England's  
 sup a x x  
 \ /  
 of ale  
 \ /  
 Old England's

12. We | are | near  
 \ /  
 the sea  
 \ /  
 the bowl  
 to heaven  
 x x x

13. language | can bring | book  
 \ /  
 No  
 \ /  
 forth  
 \ /  
 a sound  
 \ /  
 justly

that | can suck | juices  
 \ /  
 not up the  
 \ /  
 feeding  
 \ /  
 secreted  
 \ /  
 for it  
 \ /  
 in mother-earth  
 \ /  
 the rich  
 \ /  
 of folk  
 common

14. x | Commend | me  
 \ /  
 to preacher  
 \ /  
 the  
 \ /  
 who  
 \ /  
 has learned  
 \ /  
 by experience  
 \ /  
 ill's are what  
 \ /  
 human and  
 \ /  
 wrong is what  
 \ /  
 human

15. He | prayeth  
 \ /  
 best  
 \ /  
 for  
 \ /  
 God the dear  
 \ /  
 who loveth us  
 \ /  
 he made all  
 \ /  
 loveth  
 \ /  
 who loveth things  
 \ /  
 best all both and small  
 \ /  
 great

LESSON 85.

1. x steals trash  
*Who steals purse*

6. they make mad x  
*first gods would destroy Whom the*

2. I (myself) know  
*who stole purse*

7. What was said  
*and who said it*

3. They knew  
*house whose*

8. honor belongs  
*the to whom It ( ) is known not*

4. He heard x  
*what was said*

9. She saw one  
*but or them x x which she can tell not positively*

5. You have guessed  
*which belongs to me*

10. x must be done  
*Whatever is done quickly*



11. x | Watch  
 and | pray  
 look | ye enter  
 into | temptation

13.\* years | have gone  
 thousand | by  
 many | since  
Pyramids | were built  
 the

12. It | must be raining  
 sure | men are carrying  
umbrellas

14. they | were persecuted  
 since | Puritans could be convinced  
 the | not

## LESSON 105.

1. Pharisee | thanked | God  
 The  
 that | he was like  
 not | men  
 other

3. smith | plunges | iron  
 The | into | water  
 that | he may harden | it  
 his | red-hot

2. Vesuvius | threw | lava  
 so | for | its  
 that | Herculaneum  
 Pompeii | were buried

4. he | was | idle  
 that  
 who | might be employed  
 later  
Socrates | said

\*See note 11.

5. We tell secrets  
never to our  
people  
that pump  
for them

10. we may expect what  
from people common  
When  
judges accept bribes

Aztecs were astonished  
The  
6. they saw horses  
the Spanish

11. dial instituted inquiry  
The when a formed  
hands  
wheels  
and  
weights  
x  
protested innocence  
their

November is month  
the when  
7. deer sheds horns  
the is

12. one knows place  
No the where  
Moses was buried

8. x make most  
the of present  
When  
future is uncertain  
the

13. Moses was buried  
Where  
is question  
still a

9. races left Asia  
the five great European  
When  
is question  
a

14. one has been  
No where  
Moses was buried

15. Napoleon | was | genius

while  
|  
Wellington | was | man  
|  
| of | talents

16. body | is rebuilt  
| the | while

we | sleep

17. he | was | king  
| while | had

Charles I. | had | traits  
| many | excellent

# LESSON 106.

1. Cesar | put | crown  
| aside | the | though | proffered  
he | would have had | it  
| safe

2. it | becomes | carnage  
| if | honor  
you | take | and | imagination  
| away | from | poetry  
| war

3. he | must flee  
| because | crime | has been discovered  
| his

4. you | will die  
| unless | you | eat

5. x | get | wisdom

5.

Since  
wisdom | is | thing  
the principal

10. Washington | is | rebel

10.

instead of a  
If  
you | take | grandeur  
away the of cause his  
x pure of patriots

6. they | and | would go  
x kiss | wounds

6.

commons | could hear | testament  
the but this

Cesar's  
dead

11. diamond | is | gem  
The a sparkling

11.

which | is | carbon  
pure

7. Men | are carrying | umbrellas  
because  
it | is | raining

7.

12. it | can be | worse  
no

12.

Though for us  
we | should fail

8. x | look  
to see them in  
If brave  
ye | have | sons  
brave

8.

9. traitor | lives

9.

the yet  
Senate | knows | this  
the and  
Consul | sees | it  
the

there

13. England | would have been

13.

the near  
If  
Plantagenets | had succeeded  
the in France



14. I | could do | more  
       | for him | no  
       | he | were | brother  
       | my

15. I | could gratify | reader  
       | not | the  
       | I | were | disposed  
       | so

16.\* more frigates | would be found  
       | written | on | heart  
       | and  
       | I | were | to die | moment  
       | this  
       [Admiral Nelson]

# LESSON 109.

1. He | did | nothing  
       | but | laugh

3. love | equals | x  
       | What | mother's  
       | a

2. crystal | is | ice  
       | frozen | hard  
       | so  
       | it | can be thawed  
       | not  
       It ( ) was supposed  
       | once

There  
 4. nobody | is  
       | but | here  
       | me

5. arts | were | all  
       | The | five | but | proscribed

\* See note 14.

6. <sup>There</sup> breeze | 's  
 a but not  
 x  
 x whispers  
 or name  
 the

7. life | is | day  
 the longest but a

8. What | x  
 x  
 bee | love | boughs  
 the not these barren

9. life | is | long  
 that  
 which | answers | end  
 life's great

15. <sup>There</sup> hair | 's  
 a white but not on face  
 x your  
 x should have effect  
 its of gravity

10. <sup>What</sup> I | x | vessel  
 the weaker  
 that | would have seemed | disdain  
 but for quiet its

11. I | should obey | Whom  
 but then

17. He | came  
 to return  
 but

## LESSON 120.

1. *to know* *Not* *what* *happened*  
*before* *we* *were born*  
*is* *to be* *child* *always*
2. *being* *Roman* *a* *saved* *him*  
*from* *being made* *prisoner*
3. *I* *am* *weak*  
*though* *day* *this*  
*x* *x* *anointed* *king*
4. *x* *was* *reliance*  
*his* *washed* *on* *God*  
*What* *made* *man* *Cromwell*  
*a* *great*
5. *Amos* (*herdsman*) *was* *son*  
*the* *of* *Tekoa* *and* *Prophet's*
6. *success* *was* *remarkable*  
*Amos's* *as* *teacher*
7. *x* *Worship* *Creator* (*God*)  
*and* *thou* *Master*  
*x* *obey* *Son* (*his* *the* *and* *King* *Saviour* *of* *men*)
8. *ye* (*one*) *Bear* *burdens*  
*another's*
- 9\*. *shape* *exceedable* *thou* *art* *What*  
*that* *darest* *advance*

\* See note 10.

o

10. you ( hearts )  
hard

you ( men )  
crud of Rome

to be x the greatest of dramatists

11. Everybody acknowledges Shakespeare

12. heart could feel joy  
this thou a moment's  
being absent

thou Think'st

13. forefathers had left naught  
our great him to but country his  
conquer

14. I ( myself ) will attend  
to it

15. news puts me  
this of x in flutter a  
pope's all

16. hand means What  
that upon breast of x thine  
that

## NOTES.

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1. SENTENCES (11) and (12), Less. 22, as here given, will appear in future editions of Graded Lessons in place of "We both wept" and "We all consented." "Both" and "all" *may* be treated as adjectives belonging to *we*. In Old English they were adjectives in form, and were allowed to precede the pronoun; as, "*all* we," "*both* we." But many teachers prefer to treat these words, when they follow pronouns, as appositives, or explanatory modifiers. Since explanatory modifiers appear later in our book, we prefer to change these sentences, to avoid confusion in teaching. We also drop *all*, Less. 25 (5) and Less. 28 (1).

2. A prepositional phrase is sometimes so used that it may be referred to either of two words without materially changing the sense. In such cases the diagrams here given express only *our* interpretation. Often, when the two words in question are a verb and its complement, the phrase may be joined to the verb, not as belonging to the verb alone or in its widest sense, but as modifying the verb after it has received its complement. See Graded Less. 45 (8, 9), 46 (4), 49 (4), 53 (5), etc.; Higher Less. 28 (8), 30 (14), 31 (9), 40 (12), 60 (6), 71 (15), 72 (5), 78 (5), etc.

3. The analysis of "bade (= bidden) to stay" (G. Less. 56 (12)), and "doomed to walk" (H. Less. 62 (7)) will be better understood after examining the active forms "He bade the soldier stay," "Richelieu would permit no eminent author to stand bareheaded" (H. Less. 47 (2)), "I told him to bring" (H. Less. 60 (10)), "that allows himself to be a worm" (H. Less. 81 (9)).

When a verb of petitioning, commanding, or permitting is followed by a noun or pronoun and an infinitive, the infinitive may be treated as object comp. naming the thing commanded or permitted, and the noun or pronoun as indirect object naming the one to whom the command or permit is given. When these expressions are made passive, the infinitive may be subject, the indirect object being retained after

the verb ; as, "To stand bareheaded was permitted to no eminent author;" or the indirect object may be made the subject and the infinitive retained after the verb as object comp. ; as, "No eminent author was permitted to stand" (see II. Less. 130). This will explain why the infinitives after the passive participles "bade" and "doomed" may be regarded as objects.

Some teachers prefer to treat "to stay" and "to walk," in the expressions above, as attribute comp., and some would call them adverb modifiers. These positions are not indefensible.

It may be claimed with reason that, in ordinary analysis and parsing, the distinction between such constructions as "He told me to go," and "He made me go," is too nice to be preserved ; that it is sometimes extremely difficult to tell just where one construction shades off into the other ; and that, although "He told me to go" is contracted from "He told me that I should go," "me" has come to be thought of as the assumed subject of "go."

What occurs in inflected languages, when "He told me that I should go" is abridged, is, apparently, (1) the thing told not being represented by a plain substantive, the name of the person told takes its place in thought as the direct object, and has the accusative ending ; (2) the subject of "go," being the same word as the object of "told," is not repeated, and so the infinitive is attracted to the preceding pronoun.

Notice that, in "Suffer not yourselves to be betrayed" (II. Less. 46 (3)), the infinitive is passive, and that "yourselves," representing the persons betrayed, is its assumed subject and not a dative object of "suffer." Compare "Suffer not any one to betray you."

4. When one term stands in the same relation to two or more other terms, its diagram may be repeated with initial letters, as in G. Less. 100 (14). No  $\times$  being here used, the diagram does not represent the phrase as "understood" with the second term. The teacher may prefer this device to the forms given in the diagrams II. Less. 28 (13).

5. In future editions of II. Less., example 4, p. 51, will be omitted from the Direction in Lesson 22. The term introduced by "or" is, in form, co-ordinate with the preceding term, but logically it is explanatory. The construction will be better understood after explanatory modifiers have been treated.

6. In thought, "out" here unites with "turned," helping to express the verb notion; but, as it does not unite in form, it may, if the teacher prefers, be treated as a separate adverb. See also G. Less. 100 (15) and others.

7. The diagram of "producing pain" and of similar phrases (H. Less. 38 (1)—(5)) may, if the teacher prefers, be placed on a support; but the form here used is simpler, and leads to no confusion, as it would if adopted for the subject or the complement phrase.

8. Those that prefer to be guided by the form rather than by the logical force, in disposing of "only" and "simply" (H. Less. 47 (1), (3)), will join these words to the preceding verbs. For this they can find excellent authority, and perhaps reasons based on the relations of the words. It seems to us that the logical force of "only" and "simply" is carried over to the following nouns, adding to them the idea of exclusion, and making the things named stand, in thought, separate from all other things.

9. Words and phrases adverbial in form and meaning often combine with nouns from the dropping of a participle; as, "the remark *above*," "this world *below*," "the man *in the moon*." The teacher may supply the ellipsis, or not, as he chooses.

10. "Durst give" (H. Less. 63 (4)), "need sail" (H. Less. 65 (8)), "darest advance" (H. Less. 120 (9)), and "ought to go" may be treated as quasi-potential forms. If analyzed, the infinitives "give," "sail," "advance," and "to go" may be regarded as objects—"dared (an act of daring, *i. e.*) to give (= giving)." This object is a development of the cognate object, repeating more specifically the idea of the verb.

"Will have to be" (H. Less. 76 (7)) may be treated as a future tense of the periphrastic potential "have to be." If we analyze this form and give "have" its original meaning, "to be," with accompanying words, is object.

Teachers may prefer other ways of disposing of these terms.

11. In "a hundred" (H. Less. 65 (13)), "a great many" (H. Less. 78 (1)), and similar expressions, "hundred" and "many" are adjectives; yet they seem to have a substantive nature, permitting "a" and "great" to be joined as adjectives.

Some, however, would prefer to treat "a" and "great," in "a great many tools," as adverbs. According to Dr. Murray (Hist. Diet.), this

expression is analogous to "a few," "a many tools," meaning "some few," "rather many," and "great" is a modern insertion. This would make "great" seem more like "very," a word of emphasis.

**12.** Degree clauses like those in H. Less. 78 (7), (8) ; 81 (8), may, if the teacher chooses, be expanded more fully than indicated in our diagrams ; as, "faster than the lower surface flows fast," "as little as any verse in the catechism is disputed little." The conjunctive adverbs would then join to "fast" and "little" understood.

**13.** Teachers may regard our analysis of the last clause of (5) H. Less. 80, as too great a departure from the history of the expression. A different analysis is suggested by the following : "became (came to be in such likeness) as blood (is)."

**14.** "Admiral Nelson" (H. Less. 106 (16)) is no part of the quoted sentence. It may be omitted from the diagram. See "Brackets." H. Less. 148.

**15.** The ellipsis in H. Less. 109 (8) may be supplied in different ways—"What *happens* if," etc., "What *matters* if," etc.



## HINTS FOR THE STUDY OF THE EXTRACTS.

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### *Page 148; Higher Lessons.*

THE pupil has now reached a point where he can afford to drop the diagram—its mission for him is fulfilled. To continue its use with the sentences on p. 148 and pp. 269–276, except, perhaps, to outline the relations of clauses or to illustrate some peculiar construction, would be needless, for it would be a mere repetition of forms with which he is already familiar.

Nor are these sentences given for a full and minute analysis. This also would be profitless, and for the same reason. One gains nothing in continuing to do what he already does well enough—progress is not made in climbing the wheel of a treadmill. How often have we wished that the teachers who in our youth doomed us to the endless round of the old-fashioned parsing had understood this !

But while the pupil should be held to some grammatical work upon these sentences, might he not be required also to look at the thought of the author, and to the manner in which it is expressed ? Could he not thus be led to take a step or two himself over into the field of literature ? If the attempt is made, one condition seems imperative—the pupil should thoroughly understand what the author says. We know no better way to secure this than to exact of him a careful reproduction in his own words of the author's thought. The inferiority, both in matter and in manner, of the pupil's work to the original, will give the skilful teacher the very opportunity he desires.

All that it seems needful for us to do here is to notice some of the difficulties met in analyzing these sentences, to say a few words concerning the rhythm, meter, etc., of the poetical extracts, and to point out some of the qualities of style characteristic of the authors from whom we have quoted.

1. **Extract from Holmes.**—For *let it fall*, see note 3, “Key.”

2. **Extract from Longfellow.**—In the third line read *chirped* as *they would chirp if*, etc.; *Their . . . be* is a noun clause = the principal word in a prep. phrase; *Knowing* modifies *crows*; and *us* and *day* are used adverbially.

3. **Extract from Whittier.**—*To stem* is subject of *is* understood; *Better* completes (*is*); *than (to) lie . . . by (is good)* is a degree clause modifying *Better*; *Unmindful* completes *lie*; *on . . . strand* modifies *lie*; and *by* is an adverb. The construction of the last sentence is similar to that of the first.

4. **Extract from Lowell.**—*Then* modifies *side*; the time clauses *when . . . crust* and *Ere . . . just* (compound) qualify *Then*; and *Then . . . chooses* and *while (= but) . . . crucified* (complex) are ind. clauses.

The prevailing foot in 1, 2, and 3 is the iambus—the commonest foot in English verse. It is dissyllabic, and takes the rhythm-accent on the second syllable. We select the first line to illustrate it:—

$\cup$     $\cup$     $\cup$     $\cup$     $\cup$     $\cup$     $\cup$     $\cup$   
 Speak clear | ly if | you speak | at all.

The upright marks divide the line into feet, and the oblique, over the horizontal, denote the accented syllables. All the feet in this line are iambic. But *Clamored*, the first foot in the sixth line of 2, is a trochee—a dissyllabic foot accented on the first syllable. *Knowing* in the next line, and *Better* in the first line of 3, and *Better* in the fifth, are also trochees. The third foot of the second line of 2 is an anapaest—a trisyllabic foot accented on the third syllable. It is made up of the second and third syllables of *blossoming* and the first syllable of *orchard*—*soming or*. The third foot of the sixth line of 2, the fourth foot of the third line of 3, and the fourth foot of the seventh line also are anapaests. The second foot of the eighth line of 3 is an amphibrach—a trisyllabic foot accented on the second syllable. It is composed of *like* in *godlike* and *power*—*like power*. The anapaest or the amphibrach may take the place of any foot in iambic verse, but the trochee only of the first iambus in a line. To place it elsewhere would be to bring together two accented feet—a conjunction not allowed.

Extract 4 is trochaic—a rare verse in English. The fifth foot of the second line is a dactyl—a trisyllabic foot accented on the first syllable. It is the word *prosperous*. By running together (*slurring*, it is called) the second and third syllables, the foot can be kept a trochee—*prosprous*. Possibly the anapæsts and the amphibrach in 2 and 3 may thus be contracted to iambuses. The last trochee in each line of 4 is clipped of a syllable.

The five different feet in English verse have now been explained and illustrated. We shall notice the foot called monosyllabic.

The cæsural pause, affording a rest for the voice, is very noticeable in 4. It is found after the fourth foot. It is not so much needed—perhaps does not exist—in the shorter lines of 1, 2, and 3.

The meter of 1 and of the first six lines of 3 is tetrameter, *i. e.*, each line is composed of four feet. That of 2 and of the seventh line of 3 is pentameter—five feet; the last line of 3 is hexameter—six; 4 is octameter—eight.

The order of words in these extracts is nearly that of prose. The fourth line in 2 is transposed, however. But the transposed—sometimes, but improperly, called the poetic—order will be better illustrated hereafter.

We ask your attention to the choice of words. How apt are *Carre* in 1; *pipng*, *chirped*, *Clamored*, *piteous*, and *ravens*, in 2; and in the last line of 2, where *bread* is asked for, how pertinent is *Lord*, whose etymology makes it mean *loaf-warden* or keeper!

How striking and abundant is the imagery especially in 3! Notice the metaphors in *stem*, *tide*, *flowery strand*, *drifting*, *naked*, *needles*, *goadng*, and *lap*. How finely truth is personified in 4! For explanation of lines three and four in 2, see Matthew, chapter 10, and Luke, chapter 12.

Note the vigor of thought in some of these quotations. And this, too, though poetry is a fine art, whose mission, it is thought, is, in the main, to please, to feed the taste, to nourish the æsthetic nature.

### Pages 269-76, Higher Lessons.

1. **Extract from De Quincey.**—The noun clauses *that . . . strata*, *that . . . zone*, and *that . . . reach* are explanatory of *It*; the adj. clauses

which . . . *latitude* and which . . . *rest* modify *stars*; *glittering* is objective comp. of *see*; the adverb *broadcast* modifies *have been sown*; as . . . *threshing-floor* is a degree clause modifying *as*; *close* completes *lying*; *geometry* and *radii* are subjects of *would become*; *but* = *only*; *which* relates to the first *center* and belongs to the second; *far* modifies *too*, and *too*, *distant*; *for any vision* . . . *to reach* modifies *too*, *vision to reach* being the principal term (see Less. 41 (4)).

De Quincey's fondness for the Latin words in English and for long sentences, the stateliness of his style, and the dignity that his grand manner lends to simple things—illustrated in applying *naked* and *armed* to *vision*—are seen in this quotation.

2. **Extract from Webster.**—*On* . . . *principle* and the time clause *while* . . . *off* modify *raised*; *to which* modifies *be compared*; *for purposes* modifies *is*; the second *power* follows *against*; *over* is an adverb; and *whose* relates to *power*.

This eloquent sentence, uttered in a speech on the floor of Congress, was composed, as W. confessed, while sitting on a cannon on Durham Terrace, Quebec, and musing on the power of England. Note the vividness and the vigor derived from W.'s choice of the concrete rather than of the abstract, and his use of specific words instead of generic.

3. **Extract from Ruskin.**—The complex clauses *that* . . . *arose* and *that* . . . *Jewels* are objects of *can imagine*; the time clause *while* . . . *slave* modifies *may attain* and (*may*) *be*; *mother*, introduced by *as*, is explanatory of *she*; and *saying* modifies *she*.

This passage is poetical; fragrant of the East; and for Ruskin is highly optimistic. Goleconda is a town in India, famous for diamonds. The *Heathen* mother is Cornelia, daughter of Scipio Africanus Major, and wife of Sempronius Gracchus. Pointing to her sons, afterwards the celebrated Gracchi, she said to a lady who was showing her some jewels, *Hæc ornamenta mea sunt*.

4. **Extract from Macaulay.**—For *And* see foot-note, p. 174; *when* . . . *fate*, *when* . . . *continents*, *when* . . . *England*, and *when* . . . *masts* modify *will survive*; *chanted* and (*to*) *wash* are objective complements of *shall hear* and (*shall*) *see*; and the degree clause *as* . . . *principle* modifies *immortal*.

The sentence is clear, strong, and oratorical. Is the river of the ten thousand masts the Mersey or the Thames ?

5. **Extract from Bryant.**—The compound time clause *When . . . heart* modifies *Go* and *list*; *like* is an adverb; *Earth, waters, and depths* are explanatory of *all*; and *around* modifies *all* or an omitted participle.

This is from the remarkable poem *Thanatopsis*, written when its author was in his eighteenth year. The prevailing foot of this and of the extracts which follow (except Whittier's) is the iambus. The fourth foot of the second line, *ible forms*, is an anapaest. So also the second foot of the third line, *rious lan*. *Into* in line six, *Over* in line ten, and *Go forth* and *under* in line fourteen, are trochees.

6. **Extract from Longfellow.**—*To lie* is explanatory of *it*; the compound time clause *when . . . low* modifies *lie*; the adj. clauses *Where . . . go* and *where . . . move* modify *scene*; *between boughs* modifies *come* and *go*; and *Alternate* = *alternately*.

The license of transposition allowed poets is here seen.

The prevailing foot in this, as was said above, is the iambus. But the first foot of line one and of line four and all the feet of lines five and eleven are trochees. The third foot of line nine is an anapaest.

7. **Extract from Saxe.**—*Caught* modifies *worm*; *it* is understood before *Served*; and *right* is an adverb.

The last foot of line four, and the last of line five, in this witty extract, may be scanned as amphibrachs.

8. **Extract from Taylor.**—*Scarce* = *scarcely*; the adj. clauses *Where . . . weal*, *where . . . great*, and *Where . . . meditates* modify *communities*; *hand in hand* modifies some word understood, as *walking*; *of God's gift* completes *was*; some phrase, as *to him*, is understood after *gift*; *means* and *highway* are explanatory of *Supremacy*; *Whilst . . . meditates*, a time clause here used as co-ordinate with the preceding clause; and *from first* and *to last* modify some word understood, as *counted*.

The first foot in line four and in line six is a trochee. Unless slurred, the third foot in each of the lines two, five, and ten is an

anapaest. *Where power* and *to power*, in lines seven and nine, are amphibrachs, unless *power* is here a monosyllable.

The license allowed poets in respect to ellipsis is here illustrated. In this and in 9 there is scarcely any imagery, and the thought is kept uppermost.

9. **Extract from Wordsworth.**—*Visitants*, ind. with *being* understood; *sheep*, *stone-chat*, and *sand-piper*, complements of (*being*); *hour* is adverbial; *how lovely 't is*, object clause of *seest*; and *beauteous* completes *becoming* understood.

The first foot of lines one and seven is a trochee. The last foot of seven and the second of line thirteen are anapaests. Unless slurred, the first foot of twelve is an amphibrach.

10. **Extract from Tennyson.**—*Brethren . . . Accompanying*, an absolute phrase; *slowly* and *with bent brows* modify *Accompanying*; *Full-summer*, an adverb; *whereon . . . lay*, an adj. clause; *length*, a noun, adverbial; *Loyal* belongs to *creature*; *servitor* is explanatory of *creature*; *eyes Winking* and *face twisted* are absolute phrases; *farewell*, an imperative used interjectionally; and *all* (= *wholly*) modifies *in tears*.

The last foot of line three and of line ten is an anapaest. The first foot in line eight, in nine, and in fifteen is a trochee. The fourth of line fourteen is an amphibrach.

11. **Extract from Shakespeare.**—*Dear my lord* = *my dear lord*; *who* relates to *he* understood; *And*, in line seven, connects *makes* to *Robbs*.

The third foot of line two is an anapaest, and the first of line six may be a trochee.

12. **Extract from Milton.**—The time clause *When . . . chide* modifies *ask*; *how . . . wide* and *talent* are objects of *consider*; *to hide which*, subject of *is*; the participle *Lodged* is completed by *useless*; supply *is* before *bent*; *lest . . . chide*, purpose clause and modifies *To serve* and (*to*) *present*; *light denied* is an absolute phrase; and *also* emphasizes *They*.

This noble sonnet, personal and pathetic at the beginning, takes on a grandeur, as it nears the close, that stamps it as Milton's. The last line is often quoted.

Line ten begins with a trochee.

13. **Extract from Whittier.**—*Restored* is objective comp. of *sees*; and *round his board* modifies *restored*.

It moistens the lips merely to read these *homely* lines. The prevailing foot is the anapaest. But the first foot of line two, of four, of seven, and of eight is an iambus. Lines seven and eight can be scanned in other ways—the first three feet as amphibrachs, and the fourth as an iambus; or the first as an amphibrach, the second as an iambus, and the third and fourth as anapaests. *Ah* of line one may be a monosyllabic foot, and the second foot an iambus—if you choose.

14. **Extract from Shelley.** — *Moon* is objective comp. of *call*; *strewn* modifies *floor*; *only* modifies *angels*; *Like* is an adverb; *on high* modifies *me*; and *each* is explanatory of *river, lakes, and seas*.

That orb | ed maiden | with white | fire laden,

Whom mor | tals call | the moon.

Glides glim | mering o'er | my fleece- | like floor,

By the mid | night bree | zes strewn :

And wherev | er the beat | of her un | seen feet,

Which only | the an | gels hear,

May have bro | ken the woof | of my tent's | thin roof,

The stars | peep behind | her and peer ;

And I laugh | to see | them whirl | and flee

Like a swarm | of gold | en bees,

When I wid | en the rent | in my wind- | built tent,

Till the calm | river, lakes, | and seas,

Like strips | of the sky | fallen through | me on high,

Are each paved | with the moon | and these.



This stanza is a product of the pure imagination. Its flight is lofty. It has none of the vagueness and crudity of the other stanzas of the poem and of so much of Shelley's other poetry. It is crowded with audacious, and yet exquisite, imagery.

Its rhythm is so varied that we have thought it best to insert the stanza here, and to mark its feet. The variety of rhythm is restful and pleasing to the ear. Make the first foot of line one and of line three an amphibrach, and the first of six an iambus—if you choose.

**15. Extract from Goldsmith.**—*As . . . slow*, a time clause modifying *came*; *swain, herd, geese, children, voice, and laugh*, all repeated by *These*, are ind. by pleonasm.

These lines, and those from Cowper, below, are pitched in a lower key than Shelley's. The teacher will meet with no trouble in scanning them.

**16. Extract from Byron.**—The five inf. phrases, repeated by *This*, are ind. by pleonasm. Between *To* and *trace*, *slowly* is inserted. There is usage for this, though the prevailing custom among writers is against it. *Unseen* and *alone* complete *climb* and *lean*.

This kind of stanza, invented by Edmund Spenser, is called the Spenserian stanza. It has nine lines—the last line having an extra foot. Note what lines rhyme.

**17. Extract from Lowell.**—(*That*) *It . . . forth* is a result clause modifying *so*; (*that*) *the dark . . . forth* is explanatory of *It*; *long* modifies *siege*; *And* connects *had gathered* and *had cast*; and *binding* belongs to *castle*.

Another brilliant stanza glittering with imagery.

The rhythm is so varied that we insert the lines and scan them.

The draw | bridge dropped | with a sur | ly clang.

And through | the dark arch | a char | ger sprang.

Bearing | Sir Launfal, | the maid | en knight.

In his gild | ed-mail, | that flamed | so bright

It seemed | the dark cas | tle had gath | ered all



Those shafts | the fierce sun | had shot o | ver its wall  
 In his siege | of three hun | dred sum | mers long,  
 And, bind | ing them all | in one blaz | ing sheaf.  
 Had cast | them forth : | so, young | and strong.  
 And light | some as | a lo | cust leaf,  
 Sir Launfal | flashed forth | in his un | scarred mail  
 To seek | in all climes | for the Ho | ly Grail.

18. **Extract from Cowper.**—*Be . . . weakness* is a concessive clause; the meaning of *it*, in line one, is made clear by lines two, three, and four; and that of *scene*, in line three, by the last ten lines of the page. But these lines are not grammatically explanatory of the two words. *And*, line four, connects *is* and the second *feels*; *none* = *no sight*; *wall* and *name subsisting*, *bench destroyed*, and *ones Playing* are absolute phrases; *unbuttoned* and *hot* are adjectives belonging to *ones*; and connects *Playing* and (*playing*); *while deep employed* and *Tho' . . . heaved* are contracted clauses; *to kneel*, (*to*) *draw*, (*to*) *knuckle*, *To pitch*, and (*to*) *drive* modify *happy*; and *That . . . again* is a result clause, modifying *Such*.

19. **Extract from Carlyle.**—*Considering*, used absolutely, has, as objects, the noun *state* and the two *how* clauses: *upwards*, an adverb connected by *and* to the adverb phrase *for . . . years*; *only* and *also* modify the clauses in which they stand; expand *more fiercely than ever* into *burns more fiercely than ever it burned*; and for *so that*, introducing a result clause, see foot-note, p. 114.

Reading Carlyle is like riding over a corduroy road. It is tonic and invigorating—if done intermittingly.

20. **Extract from Channing.**—The participles *tearing*, *breaking*, *sentencing*, and *extorting* are objective complements of *see* and belong to *word*; for *myriads . . . to make*, see note 3. “Key”; and *calling* and *means* are objective complements of *make*.

These sentences are clear and flowing. The judgment they pronounce is temperate and just.

21. **Extract from Emerson.**—The clause *wherein . . . perfection* and the *when* clauses modify *days*; *to desire* completes *is*; and *of* = *concerning*.

These are the words of a rhetorician and the thoughts of a poet.

22. **Extract from Holmes.**—The clause *nobody . . . (it has lain)* is parenthetical; *grass growing* is the principal term of the phrase introduced by *with*, and this phrase modifies *had lain*; *as it were*, parenthetical; *all* (= *completely*) modifies *round*; *brown* completes *is done*; *enough* modifies *brown*; and the degree clause introduced by *than* modifies *sooner*.

This is a brilliant and characteristic passage; idiomatic, and full of familiar illustrations enforcing lofty lessons.

23. **Extract from Greeley.**—*Wherewith* is a conjunctive adverb; *as the Editor's sphere is ephemeral*; *though . . . it is* a compound concessive clause modifying *demands*, which has, as objects, *ear*, *heart*, and *pen*; and *centuries* is adverbial, modifying *ago*.

The closing lines are full of satire.

24. **Extract from Irving.**—*To sweeten*, an inf. phrase of purpose modifying *was laid*; and *expedient* is explanatory of the clause *which . . . ceiling*.

The genial humor of Irving, the best loved of all our authors, is seen in this passage, though it is not seen here at its best.







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